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ABSTRACT

This book addresses a wide range of reading needs by providing exercises that focus on comprehension and word strategies. It also provides an instructional process for meeting those needs. The instructional process is individualized, and is designed to: (1) assess initial reading competence; (2) direct learners to the chapters specifically related to their particular reading growth needs; (3) provide both learning and practice activities; and (4) encourage self-paced progress in chapters that give opportunities for self-evaluation. Introductory information in each chapter establishes the purpose for reading and completing activities and serves to motivate thoughtful participation. The book is designed to encourage reading for meaning. Chapter 1 provides for assessment of study-reading behaviors. Chapters 2 and 3 focus on getting meaning, or communicating with the writer. Chapters 4 and 6 provide instruction in identifying and understanding word meanings and their relationships. Developing sensitivity to various language styles is the focus of chapter 5. Chapter 7 provides a model for organizing and using a study-reading system, and chapter 8 assesses the knowledge and skills gained from studying chapters 2 and 7. Answers to each chapter's activities are at the end of the book. (MG)

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Reading to Achieve
Strategies for Adult/College Learners

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Preface

Knowledge about learner characteristics and study behaviors form the basis for *Reading to Achieve: Strategies for Adult/College Learners.*

This textbook addresses a wide range of reading needs by providing exercises that focus on comprehension and word knowledge strategies. It also provides an instructional process for meeting those needs. The instructional process is individualized, and (1) assesses initial reading competence, (2) directs learners to the chapters specifically related to their particular reading growth needs, (3) provides both learning and practice activities, and (4) encourages self-paced progress in chapters that give opportunities for self-evaluation.

The text can be used alone or with instructor guidance. Introductory information in each chapter establishes the purpose for reading and completing activities and serves to motivate thoughtful participation.

This book is designed to encourage reading for meaning. Chapter 1 provides for assessment of study-reading behaviors. Chapters 2 and 3 focus on getting meaning, or communicating with the writer. Chapters 4 and 6 provide instruction in identifying and understanding word meanings and their relationships. Developing sensitivity to various language styles is the focus of Chapter 5. Chapter 7 provides a model for organizing and using a study-reading system, and Chapter 8 assesses the knowledge and skills gained from studying Chapters 2 through 7. Answers to each chapter's activities are at the end of the book.

Alice M. Scales
Shirley A. Biggs

To the Instructor

Reading to Achieve: Strategies for Adult/College Learners is designed for maximum learner involvement, and written so the learner can read and respond in an easy-to-manage format. We believe, as do many others, that learners learn to read by reading. In this text the learner is expected to read independently in and out of class. If you find that the learner needs help with reading the text, however, the instructional strategies provide models for preparing additional clarifying information.

Read the text before using it with learners. Introduce it to learners as a self-paced text. You may want to allow time in class for learners to read. You will find that learners will be studying different sections at different times, so you may want to individualize your class periods to accommodate their learning needs.

There are eight chapters in *Reading to Achieve*. Chapter 1 allows the learner to assess his reading behaviors, and no instruction is offered in this chapter. After learners have completed exercise A, however, you can discuss it and the comments section with them. This discussion could be used to introduce them to the additional exercises in Chapter 1. Encourage the learners to do as much as they can in each exercise. You may have to assure some of them that instruction will begin in Chapter 2.

Chapters 2 and 3 require extensive practice in writing questions. The purpose of this practice is to establish automaticity of question-asking behavior. When automaticity is established, the learner is more likely to ask questions when faced with difficult reading material. Chapters 4 and 6 provide study and review of words. In these chapters, learners will develop strategies to help them pronounce words, un-

derstand how word parts contribute to meaning, and see relationships among words. The purpose of word study is to develop the ability to communicate with the writer without interference from word identification problems. Chapter 5 makes provisions for the learner's increased awareness of language styles. In Chapter 7, the learner will study and develop a study-reading system, and in Chapter 8, will test his knowledge of what was learned from the text.

The maze passages near the beginning of Chapter 1 and at the end of Chapters 2 through 7 were designed to monitor reading progress. Directions for reading and responding, and criteria for interpreting the results, are stated in the evaluation section of each chapter.

To the Learner

We wrote *Reading to Achieve: Strategies for Adult/College Learners* for you. In this book you will find ways to improve your chances for reading success. The first chapter will help you learn more about your reading and study behavior. Chapters 2 and 3 suggest ways to help you understand what you read. In these chapters you will practice writing a number of questions about sentences. One reason for writing so many questions is to remind you to ask questions when you must read difficult material. Learners with whom we have worked report that the more they practiced writing questions, the more they remembered to ask questions when they had to read difficult assignments. Further, the more questions they asked about their difficult reading assignments, the more they were able to comprehend those assignments. So, asking questions is a valuable comprehension strategy. Chapter 4 shows how to study word parts; you will review steps for using the dictionary and increase your knowledge of common word parts that you often find in your reading. Chapter 5 can help you become more aware of language styles. You will study word relationships in Chapter 6. Words relate to each other; knowledge of the relationships help expand your meaning vocabulary, and a large meaning vocabulary forms the basis for successful comprehension. Chapter 7 will help you organize a study-reading system. Finally, in Chapter 8, you will test what you studied in Chapters 2 through 7.

This textbook can be self-teaching. You can study it on your own or with the help of an instructor.

Answers for self-checking are at the end of the book. Whenever necessary, go to that section and check your answers. Some are suggested answers—typical answers

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from students that we have judged to be correct. So, your answers could be different from our suggested answers and still be correct. We did not list answers for parts of some chapters because there were many possible answers. You can check answers you are not sure of by discussing them with an instructor or by using a dictionary or thesaurus. In addition, when you are instructed to choose books, newspapers, and other materials to read, you will have studied the text and thus will be able to check your own answers.

A final word: we believe that you can greatly increase your chances for reading and study success if you have on hand a wide range of well-practiced strategies—strategies you can select and use when your reading becomes difficult or complex.

ONE

Learning about Reading

This chapter is designed to help you learn about yourself as a reader and a learner. It can help you discover how to improve your reading skills and increase your learning power. The objectives listed below describe what you will be able to do when you have followed directions carefully and completed the chapter. By doing the exercises in this chapter you will be able to achieve these objectives.

The objectives for this chapter are as follows:

1. To pin-point interests and experiences you have had that can be used to improve your reading.
2. To increase your understanding of what you read.
3. To find out how you handle words you do not know as you read and study.
4. To find out when and where your personal language can be used to help you improve your reading.
5. To find out how much you know about commonly used words.
6. To find out what you need to improve your study habits and test-taking skills.

ACTIVITIES

The assessment activity that follows can help you find out about your reading and study behavior. It helps to determine what you already know and what you need to

know. It also determines which of your habits and behaviors help you read and learn well and which do not. When you discover these things you will be able to use what you know to help you learn more. For example, when you know what you like to read about, you can choose books, magazines, and newspaper articles about things that interest you to read for practice. Interest in what you read will increase your enjoyment of reading and make you want to read more. Since one of the ways to improve reading is to read a lot, you can use your interest to help improve your reading.

There are comments at the end of each exercise in this chapter that will help you understand how your answers may be used to find out what to read and study. Chapters and chapter activities have been identified for your study and practice. Be sure to follow directions carefully.

The exercises in Chapter 1 are keyed to Chapters 2 through 7 in the following way:

Exercises A, B, D, E and F should be done first. Next study Chapter 2. After studying Chapter 2 return to Chapter 1 and do as much as you can of exercises C and H. When you have done as much as you can of exercise H, study Chapter 3. Next do exercises I, J, K and L of Chapter 1. Study Chapter 4 and do exercise M of Chapter 1. Study Chapter 5 and do exercises G and N. When those are completed, study Chapter 6 and do exercise O of Chapter 1. Finally, study Chapters 7 and 8.

Another way to complete this chapter and the book is to work through as much of each exercise in Chapter 1 as you possibly can. Then, work through Chapters 2 through 8.

Good luck with your reading and studying!

Exe

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Exercise A. Study Reading Behaviors

DIRECTIONS

This inventory is designed to help you think about some of the things that you do and some of the things that you do not do as you read. It will also help you think about the way you use language. Think about what you do and do not do when you are reading and studying this exercise and it should help you to start organizing yourself so that you will become a better reader than you are now.

Now, please read and respond to each item below.

1. Why do you want to read better?_____
2. Do you learn best by: listening, listening and then asking questions, reading, reading and then asking questions, or a combination?_____ Which combination?
3. As a reader, what would you like to do that you cannot now do?_____
4. Do you read the newspaper?_____
5. Do you usually understand newspaper stories, features and issues?_____
6. Do you use the newspaper for coupons, shopping or finding sales?_____
7. Can you prepare yourself for a particular job or career by reading?_____ (If yes, answer item 8; if no, skip item 8.)
8. Where do you think you can find information about that job or career?
9. What have you read this week?_____
10. What do you like to read for fun?_____
11. Do you know when to use informal language?_____
    If yes, when? (Give an example.)_____
12. Do you know when to use formal language?_____
    If yes, when? (Give an example.)_____

13. Occasionally, when you are talking, do you find yourself talking more slowly because you are trying to think of the best word to use. Yes____. No____. (If yes, give an example.)_____

14. Do you sometimes get nervous and not do your best when you take tests? Yes____. No____. When was the last time that you had to take a test?_____

15. What do you do when you get to words you do not know?_____

16. Do you know when what you are reading is false? Yes____. No____. How do you know?_____

17. Do you know when what you are reading is true? Yes____. No____. How do you know?_____

18. Sometimes when you are reading, do you find that the sentences do not make sense because they do not say things the way you usually say them? Yes____. No____.

19. Do you sometimes find that you can say a word in a sentence and not know what it means? Yes____. No____.

20. Do you try to predict information as you read? Yes____. No____.

21. Do you test yourself after reading something by thinking about what you have read? Yes____. No____.

22. Do you sometimes need to talk privately with the instructor about your reading? Yes____. No____.

23. Are there times when you would rather work with two or three other people, rather than with the whole class? Yes____. No____.

24. How many hours each week will you commit yourself to study?____

SELF-CHECK

a. Did you complete all statements? Yes____. No____.

b. The number of statements you completed was_____.

c. You did not complete statements number_____.

COMMENTS

Now that you have worked through the *Study Reading Behaviors* form, you have begun to think about some of the things that you do and some of the things that you

do not do as you have attempted to improve your reading. This form should have made you think about at least twelve different factors that are important for better reading. They are:

1. Motivation —Items 1, 3, 7 and 8 asked you, if, as well as, why, you want to read better. If you have a goal for wanting to read better than you do now you will probably work very hard to fulfill that goal.

2. Learning Mode —Items 2, 22 and 23 asked you to think about how you learn best. If you learn best by listening, that is helpful because you learn when you listen. However you need to work to learn just as well by reading because you cannot always depend on someone being around to tell you what you want to know. Also there are times when you may need to work with someone when you are studying and at other times you may need to study alone.

3. Everyday Reading —Items 4, 5 and 6 asked if you use everyday type of reading material. If you do, you have probably found that your reading has saved you money and helped you understand much that is taking place in the world today. Reading, then, is a way of keeping in touch with life around you.

4. Reading Habits —Items 9 and 10 asked you about the type of reading that you do. Reading because you have to is necessary and reading for fun is terrific. If you do not read at all start reading right now!

5. Language (Speaking) —Items 11, 12 and 13 asked you about your use of spoken language. If you do not use formal language at the right time, you may find that your needs are not being fulfilled because you are not speaking the way that is expected of you. Exercise M will ask you to find out if you use your language in different ways.

6. Pressure —Item 14 asked you about how you feel when you take tests. If you get nervous, it may be because you do not know how to take tests. Exercise O will address test taking pressures.

7. Unknown Words —Item 15 asked you what you do when you come to words you do not know. For you to be aware of what you do is a starting point for learning additional ways to figure out unknown words. Exercises I, J and K will help you to discover some other things you may not know about unknown words.

8. Meaning —Items 16, 17 and 21 asked you if you think about what you read and if you know when what you read is true or false. If you are not able to tell the difference you can be misled in

your reading. Exercises D, E and H will give you further help in discovering more about what you know about true and false sentences.

9. Language (Reading) —Item 18 asked you whether or not sentences make sense to you. Sometimes when sentences do not make sense, it may be because the writer writes differently from the way you speak. Exercises B and H will give you further help in understanding how your spoken language may differ from the way things are written.

10. Context —Item 19 asked you about how well you understand the meaning of words. Exercises H and N will help you to further understand if you can determine the meaning of a word by using other words in the same sentence.

11. Prediction —Item 20 questioned you about predicting as you read. Exercise C will help you to know if you are using prediction as a study method.

12. Commitment—Item 24 asked you about commitment. If you want to study better than you do now you will have to commit yourself to study a number of hours per week. Start now! Commit yourself to a specific number of hours of study. This commitment to study is necessary if you intend to read to achieve.

Exercise B. Whole Selections (Comprehension)

DIRECTIONS

The following selections have been prepared for you to read silently. They will help you to know if you can understand material written at different reading levels. When you come to the three word columns, circle the word that best fits the sentence. For example:

She put salt and house / kick / (pepper) on the table.

SELECTION I

Finger Painting[1]

During the 1920's finger painting as a modern art-form was developed. A United States teacher formed / named / no Miss Shaw developed it. She / He / To was teaching in Rome I to / at / the time. She thought about / among / and the idea when she saw / from one of her pupils cooking / quilt / drawing pictures. The pupil was trying / using / oil his finger. He had acknowledged / certain / injured that finger, and iodine was / for / saw put on it. His workers / classmates / brilliant saw him draw pictures. We / Belief / They wanted to draw pictures. They / People / Live asked Miss Shaw to let / get / home them draw pictures with her / their / friend. fingers. She decided that them / they / know could. But, she had to / she / at find paint that was motionless. It had to feel equivalent. / pleasant. / millionaire. It could not be knowledgeable. / mortgages. / poisonous. She had a / he / an special paper for good jewelry. / results. / measures. The paper had to have / be / best a coating of some kind / has / pine so that it would heavy / pile / hold the paint. Miss Shaw called / that / found the kind of

[1]Adapted and modified from: "Finger Painting." *Britannica Junior Encyclopedia*, 1971, Vol. VI. 60–61.

paint and paper that she wanted for finger painting. This made her pupils

happy.

SELF-CHECK

a. Check your answers.

b. Did you check your answers? Yes_____. No_____.

c. Your number of correct answers is _____.

d. Turn to the *Profile Chart* at the end of this chapter and circle your number of right answers.

SELECTION II

Asthma[1]

Asthma is a chronic (continuing for a long time) disease. Its name means "breathless." The disease shows itself in the form of periodic attacks of wheezing and coughing and shortness of breath. There are two types of asthma—bronchial and cardiac.

Bronchial asthma is the most common type. A person suffering an attack of this type of asthma has great difficulty forcing air from the lungs, although air can enter the lungs. This condition is caused by changes in the small bronchi. The bronchi are heavy tubes leading into the air sacs of the lungs.

During the attack the walls of the bronchi become swollen with fluid and the bronchial glands pour out a thick mucus. The muscles around the chronic of the bronchi tighten, causing air to be trapped in the lungs. If the

[1]Adapted and modified from: "Asthma." *Britannica Junior Encyclopedia*, 1971, Vol. II. 426.

fluid feeling tips
while is severe, the skin becomes very pale and the bronchi and the fingernails
attack coughs lips

blue.
turn parts. When the patient is finally won able to cough up a the mucus, the
able. almost suffering

Force
attack ends. An When attack may last a few minutes, a few hours, or several days.

SELF-CHECK

a. Check your answers.

b. Did you check your answers? Yes____ No____

c. Your number of correct answers is _____

d. Turn to the *Profile Chart* at the end of this chapter and circle your number of right answers.

SELECTION III

The Rise of Labor Unions

Labor groups first came about when workers and employers joined together

protected
to make rules to protect themselves. These groups, called guilds, factory
sorted

members.
both employers and workers soundly. Often employers themselves were
equally.

any often join
also workers. One worker simply invited several other workers to free
therefore protected rules

a service.
with him to produce the product or provide a protection. For example, a
second jointly.

bread project where
baker walked fellow workers to help him produce bread and pastries and a
needed their from

less up
chimney sweep often finished others to help him to perform his service. Thus,
needed be

the agreed join
same employer and the worker shared the same duties, the same interests, and
another simple other

problems.
the same samples.
also.

However, as business grew from on less smaller to larger operations, baking employers sweepers worked less and less thus on with the workers they hired. Shoppers Workers Bread interests and problems began by to see be different from those about which the employers. They no less longer of smarter worked side-by-side. Workers saw this the what need to protect their even wish own interests. As a result, workers-only groups were formed. These groups were the first labor unions.

SELF-CHECK

a. Check your answers.

b. Did you check your answers? Yes____ No____

c. Your number of correct answers is _____

d. Turn to the *Profile Chart* at the end of this chapter and circle your number of right answers.

COMMENTS

In this exercise you have read selections at different reading levels. The reading material ranged from a less advanced to a more advanced level. The reading level is not as important as what you did as you read. When you were reading the selection, you had to think. You probably asked yourself, "Does this word make sense in this sentence?" Or, you may have said to yourself, "This must be the right word. It makes sense." You could also have used what you know about the way people speak and write. That is, you knew that people would not say, "The pupil had certain his finger" so you substituted "The pupil had injured his finger." You knew the ways that people do and do not speak from your own experience in hearing language.

This experience was designed to find out how well you use your language to help you think and read. Chapter 2 provides you with more practice in thinking as you read.

Exercise C. Paragraphs (Predicting)

DIRECTIONS

Please show that you understand and can use the ideas from the following stories by responding to the directions at the end of each story.

Part I

1. Mr. White took the elevator to the fourth floor of Smith's Department Store. He went to buy a lamp for his girlfriend's birthday present but discovered that he did not have enough cash for the lamp. *Finish the story.*

_____

_____

_____

_____

2. One evening just before dark Mary decided to turn on her lamp. She turned the switch on the lamp but there was no light. *List at least four reasons that could explain why Mary had no light.*

_____

_____

_____

_____

3. Yesterday Mark was among 30 excited university students who received degrees in law. Today he is going for a job interview. His interview is scheduled for 10:30 A.M. It is important that he makes a good impression. *Finish the story by writing answers to the following questions.*

   a. How do you think Mark should dress for this interview?_____

   _____

   _____

   b. Do you think that Mark should take anything with him? Yes_____ No_____ If yes, what?_____

   _____

   c. Do you think Mark should arrive before 10:30 A.M.? Yes_____ No_____ Why?_____

   _____

d. Do you think Mark should use informal language during the interview? Yes____ No____ Why?_____

e. List three questions which you think the interviewer might ask Mark.

f. List two questions which you think Mark might ask the interviewer.

Part II

1. Dr. X was an extremely ambitious young orthodontist. Unlike other professionals in his field, he deliberately took advantage of four of his affluent patients. He over prescribed pain medication for three of his trusting patients. And, in his zeal to earn more money, he extracted a perfectly healthy and well placed tooth from a fourth patient. However, Dr. X was in for a surprise when lo, the fourth patient, an attorney-at-law. . . . *You finish the story.*_____

2. Two young psychology students were friendly rivals. Each seemed obsessed with being the top student in the class and each was very proud of his academic record. They liked to compare the scores they had received on various tests they had taken during the term. Try as they might, neither seemed to be able to out-do the other. They seemed evenly matched until a new professor suggested that they test and compare themselves in some nonacademic areas. They did and were startled to learn. . . . *List four discoveries that the students could have made.*

   a. _____
   b. _____
   c. _____
   d. _____

3. General meritorious awards will be presented to deserving hospital workers, whose unselfish actions prevented vandals from running rampant throughout the rehabilitation wing of the hospital. Patients and

hospital employees alike were elated by the bravery exemplified by these staff members. *Write answers to the following questions.*

a. How might the hospital workers have prevented the vandalism?

_____

_____

b. At what time of day might the danger of vandalism been the greatest?

_____ Why?_____

_____

_____

c. Do you think that the hospital should consider hiring security guards?

Yes_____ No_____ Why?_____

_____

_____

_____

_____

d. List four measures the hospital might take to prevent vandalism.

_____

_____

_____

_____

e. Do you think that the hospital workers should accept the awards?

Yes_____ No_____ Why?_____

_____

f. What, in your thinking is an appropriate award for this act?

_____

_____

SELF-CHECK

a. Check your answers.

b. Did you complete Part I? Yes_____ No_____

c. Did you complete Part II? Yes_____ No_____

d. The number of your answers that could be supported by the paragraphs in Part I was _____

e. The number of your answers that could be supported by the paragraphs in Part II was _____

COMMENTS

This exercise was designed to help you determine how well you use information in paragraphs to predict what could logically happen. You may improve your reading prediction skills by working through the activities presented in Chapter 3.

Exercise D. Sentence Parts (Factual)

DIRECTIONS

Show that you can understand sentences by underlining the part of the sentence that answers a question about the sentence. For example:

Sentence—My car is in the repair shop.
Question—Where is my car?
Sentence with underlined answer—My car is *in the repair shop.*

Now, answer the questions below by underlining the correct phrase in each sentence.

Part I

1. Sentence—My car ran out of gas near the service station.
   Question—What happened to my car?
2. Sentence—Football players are not usually friendly with members of the other team during the game.
   Question—How do football players feel about members of the other team during the game?
3. Sentence—Swimming is good exercise for people of all ages.
   Question—Who is swimming good for?
4. Sentence—The TV picture was not clear.
   Question—What was the TV picture like?
5. Sentence—I decided to talk to my best friend before going home.
   Question—Who did I decide to talk to?
6. Sentence—The old bookstore on Market street had a sale on textbooks.
   Question—Where was the sale?

Part II

1. Sentence—The judge's decision regarding my attorney's behavior in court left everyone in the courtroom speechless.
   Question—What prompted the judge's decision?
2. Sentence—The multimillionaire's dedication of the statue to his pet cat was unusual, but no one in the audience seemed to regard it as such.
   Question—What was strange about the ceremony?
3. Sentence—The shop owners decided to cease operations for a full fiscal year in order to consolidate their many business ventures.
   Question—Why did the shop owners cease operations?
4. Sentence—Creativity is a human characteristic that is hard to explain, but easy to see in action.
   Question—Why is a race horse not described as creative?
5. Sentence—Transcendental meditation is practiced by people from various walks of life for different reasons.
   Question—Who practices transcendental meditation?
6. Sentence—My prize chrysanthemums have an indescribable odor.
   Question—What is special about my chrysanthemums?

SELF-CHECK

a. Check your answers.

b. Did you complete Part I? Yes_____. No_____.

c. Did you complete Part II? Yes_____. No_____.

d. Did you check your answers? Yes_____. No_____.

e. The number right for Part I was _____.

f. The number right for Part II was _____.

g. Turn to the *Profile Chart* at the end of this chapter and circle your number of right answers.

COMMENTS

This exercise was designed to show how well you answer factual questions about sentences that have the information stated directly within them. You can practice answering questions in Chapter 2.

Exercise E. Sentences (Factual and Inference)

DIRECTIONS

Please show that you know what these sentences mean by rewriting the sentences as follows: (a) tell what the sentence says in your own words, or, say the sentence another way, and (b) tell what the sentence suggests but does not say. For example:

Sentence—There were tears in the handsome man's eyes when the winner of the contest was announced.
Rewrite a. The handsome man was crying when the contest winner was announced.
Rewrite b. He lost the contest.

Now, finish the following sentences.

Part I

1. Her clothes were wet as she entered the house.

   Rewrite a. _____

   Rewrite b. _____

2. The football player threw a long pass.

   Rewrite a. _____

   Rewrite b. _____

3. The couple left city hall smiling happily.

   Rewrite a. _____

   Rewrite b. _____

4. We romped on the beach.

   Rewrite a. _____

   Rewrite b. _____

5. A truck hauled bricks away from the house.

   Rewrite a. _____

   Rewrite b. _____

6. Two men wearing white overalls and carrying paint brushes went into the church on the corner.

   Rewrite a. _____

   Rewrite b. _____

Part II

1. A broad smile spread across her face as she read the letter.

   Rewrite a. _____

   _____

   Rewrite b. _____

   _____

2. Our long faces and downcast eyes drew the attention of the reporters as we left the courtroom.

   Rewrite a. _____

   _____

   Rewrite b. _____

   _____

3. The young man leaned tensely forward, drumming his fingers on the table as he waited for his companion's answer.

   Rewrite a. _____

   _____

   Rewrite b. _____

   _____

4. The business concluded, John walked slowly to his car as his smile faded and his shoulders drooped.

   Rewrite a. _____

   _____

   Rewrite b. _____

   _____

5. Just as she reached the door of the shop the clock struck ten and the windows darkened.

   Rewrite a. _____

   _____

   Rewrite b. _____

   _____

6. Her first taste of the unfamiliar food sent her running for water.

Rewrite a. _____

_____

Rewrite b. _____

_____

SELF-CHECK

a. Check your answers.

b. Did you complete Part I? Yes____. No____.

c. Did you complete Part II? Yes____. No____.

d. Did you check your answers? Yes____ No____.

e. Were the "Rewrite a" sentences in Part I difficult for you to write? Yes____. No____. Did you write each sentence another way? Yes____. No____.

f. Were the "Rewrite b" sentences in Part I difficult for you to write? Yes____. No____. Did you write what the sentence suggested but did not say? Yes____. No____.

g. Were the "Rewrite a" sentences in Part II difficult for you to write? Yes____. No____. Did you write each sentence another way? Yes____. No____.

h. Were the "Rewrite b" sentences in Part II difficult for you to write? Yes____. No____. Did you write what the sentence suggested but did not say? Yes____. No____.

i. Turn to the *Profile Chart* at the end of this chapter and circle your number of right answers.

COMMENTS

This exercise was designed to show that you can restate what the sentence says, as well as, tell what the sentence suggested. If you were able to restate the sentence, that shows that you understand what is written, or, that you know the direct meaning of the sentence. If you were able to tell what the sentence suggested, that shows that you are able to understand beyond what is written, or, read between the lines. You will find practice activities for these skills in Chapter 2.

Exercise F. Short Readings (Factual, Inference, Applied)

DIRECTIONS

You are to read the following short readings and respond to the items that follow.

Part I

1. Two pairs of twins lived on our street. It was difficult to tell the twins apart since each pair looked alike and dressed alike. Both pairs liked sports and after each game they would stop for something to eat. One pair would go to the Mingle Snack Shop and the other pair would go to Happy's restaurant. Before eating they always washed their hands. One set of twins would go to the ladies' room and the other set would go to the men's room.
   a. How are the Mingle Shop and Happy's restaurant alike?_____
   _____
   b. Are the twins of the same sex?____ How do you know?_____
   _____

2. After being hit by a ball, John was rushed to the hospital. While he was there, he saw many people rushing back and forth into a room. Finally, it was his turn to go into that room. The doctor examined him and told him that his arm was broken. Poor John had to wear an arm cast. His arm healed in four weeks.
   a. What caused John's broken arm?_____
   b. What effect did the cast have on John's arm?_____
   _____

3. The sentences in the following story are not in the right order. Place a number on the line before each sentence to show which sentence comes first, second and so on.
   _____But, finding the right part from all those other little parts was. _____She decided that this was going to be hard work. _____ One afternoon Mrs. Marks decided to spend her time building a model airplane from a kit she bought earlier. _____So, she poured herself a cup of coffee and sat down to put the model together. _____The blueprint was not hard to understand.

Part II

1. MY SISTER KAREN

On a cold and rainy evening Kathleen drove home after a long visit with her sister Karen. She had done this for many weeks because Karen had been ill for a long time. Kathleen wondered if her sister's story about the doctor's reports was true. Her sister had said that the tests showed gradual improvement. Yet, as Kathleen thought about her sister's recent behavior and looks, she found it hard to believe that Karen's health had improved. Even though Kathleen prepared meals for her sister that appealed to the eye as well as the appetite, they often went untouched. Karen rarely left her bedroom. When she

did she seemed to tire easily. As Kathleen thought about her sister's eating habits and her need to stay quietly in bed, she realized that Karen had never asked her to go with her to the doctor's office. Kathleen had never even talked to the doctor! Why? She wondered. The quiet feeling of discomfort grew into real worry as she stopped the car in front of her house. Kathleen realized as she entered her front door that she was going to do something about her sister that she should have done sooner. She had decided to_____

_____.

Because_____

_____.

2. CITY SLICKER

I was filled with excitement as I prepared to move to the city. My attempt to understand such things as skyscrapers, city blocks, and streetcars left me confused. I had had a life filled with noisy and sometimes stubborn farm animals (mules, hogs, cows), vegetable gardens, pecan trees, firewood and cotton crops. Trying to imagine what a skyscraper looked like in my environment, the country, was almost impossible. Even a city block was hard for me to imagine when my only association with the word *block* had been a sawed-off tree trunk used for fire wood. Although I was told that a streetcar was something to ride in and a street was paved with concrete, I could not put the two together. You see, I knew what a car was. However, when I thought about something made with concrete and a car, it made no sense, whatsoever, to me. Needless to say, I had to educate myself about city life. I began my education by comparing likeness of the new environment, the city, with likeness of the previous environment, the country. The comparisons were very useful to me. For example, the tall hickory nut tree which stood behind our house in the country and waved to me with its many branches when the wind blew was compared to the tall skyscrapers with their people and apartments in the city. I remember thinking to myself that one big difference between the hickory nut tree and the city skyscrapers was that the buildings did not wave when the wind blew. But, that was long ago. I am a city slicker now who knows better.

a. Tell how a farm yard full of animals might be like a skyscraper full of people._____

_____

b. Tell what the writer means by "block"? What is the meaning from the country? What is the city meaning?_____

_____

c. Tell how a city might be like a vegetable garden._____

_____

d. Tell what your feet might see and say about life on a farm._____

_____

_____

3. LEARNING ABOUT MARRIAGE

I never knew there was so much to know about marriage customs. In just one lecture the instructor had my head spinning. I had heard of rich shieks and their many wives but somehow I guess I never really believed that it really happened. I always thought that marriage was a one-woman, one-man arrangement. Any other arrangement seemed to me to be outside the law. Well, the man-woman (monogonous) relationship is what happens here and now. But even here in this country, this place, my town, there was a time when a man had more than one woman in his household who shared his wealth and looked after his comfort. The instructor described this kind of marriage as polygyny, a form of polygamy, a multi-spouse arrangement.

More surprising was the form of marriage called polyandry. A woman could have more than one husband in such an arrangement. Most often, however, a woman became the "wife" of several brothers. While she may have initially married one brother, usually the oldest, she frequently ended up as wife to any other brothers who happened to be living in the home. Other forms of polyandry existed but seem much more rare.

My head is still spinning as I enter the classroom for the second lecture. I never dreamed that there was so much to be learned about marriage.

Polygyny and polyandry, forms of polygamy, are alike in that both styles of marriage permitted more than one_____ _____.
Polygyny and polyandry are different in that_____ _____

_____

_____

SELF-CHECK

a. Check your answers.

b. Did you complete Part I? Yes_____ No_____.

c. Did you complete Part II? Yes_____ No_____.

d. Did you check your answers? Yes_____ No_____.

e. The number right for Part I was_____.

f. The number right for Part II was_____.

g. Turn to the *Profile Chart* at the end of this chapter and circle your number of right answers.

COMMENTS

In this exercise you were to show that you understood the direct meaning of the short stories, that you could compare meanings, that you understood beyond what was written and that you could think logically to solve problems using what was written. You can practice these skills further in Chapter 2.

Exercise G. Sight Words

DIRECTIONS

Please place a check (✓) mark on the line to the left of as many of the following words as you know.

List I

____ 1. yesterday
____ 2. that
____ 3. announce
____ 4. to
____ 5. look
____ 6. chocolate
____ 7. this
____ 8. are
____ 9. they
____10. east
____11. a
____12. new
____13. on
____14. clash
____15. and
____16. congress
____17. which
____18. its
____19. the
____20. here
____21. consider
____22. smash
____23. of
____24. new
____25. attorney
____26. rule
____27. by
____28. entrance
____29. people
____30. take
____31. give
____32. where
____33. deal
____34. from
____35. can
____36. have
____37. pan
____38. speak
____39. will
____40. should
____41. testify
____42. maker
____43. billion
____44. American
____45. is
____46. with
____47. says
____48. been
____49. bring
____50. have

List II

____ 1. direct
____ 2. quality
____ 3. popular
____ 4. peaceful
____ 5. production
____ 6. core
____ 7. extension
____ 8. original
____ 9. lighter
____10. psychologist
____11. communicate
____12. tribute
____13. biology
____14. otherwise
____15. counterpart
____16. confirm
____17. precise
____18. cultural
____19. women
____20. hundred
____21. manpower
____22. dominate
____23. harass
____24. reproduce
____25. power
____26. conversation
____27. committee
____28. secretary
____29. affairs
____30. business
____31. assistant
____32. president
____33. campus
____34. dedicate
____35. ritual
____36. select
____37. special
____38. hostage
____39. veteran
____40. spirit
____41. disability
____42. nation
____43. arrive
____44. weather
____45. maintain
____46. independent
____47. shoreline
____48. genuine
____49. active
____50. emerge

List III

____ 1. mnemonic	____18. optimist	____35. evasive
____ 2. loquacious	____19. overt	____36. crude
____ 3. arbitrary	____20. sentimental	____37. remnant
____ 4. benevolent	____21. segregate	____38. dissonant
____ 5. sordid	____22. lethal	____39. reciprocity
____ 6. asthetic	____23. affluent	____40. altruism
____ 7. inept	____24. amnesty	____41. ploy
____ 8. abate	____25. fatal	____42. banal
____ 9. dogmatic	____26. famish	____43. vagary
____10. averse	____27. fictitious	____44. temperance
____11. truculent	____28. frustrate	____45. intrusive
____12. emasculate	____29. concise	____46. culminate
____13. mundane	____30. curtail	____47. temerity
____14. naive	____31. implicit	____48. acquiesce
____15. hostile	____32. explicit	____49. proliferate
____16. verbose	____33. refute	____50. capricious
____17. terse	____34. condense	

SELF-CHECK

a. Do you know all of the words in List I? Yes____ No____.
Your number right is_____.

b. Do you know all of the words in List II? Yes____ No____.
Your number right is_____.

c. Do you know all of the words in List III? Yes____ No____.
Your number right is_____.

d. Turn to the *Profile Chart* at the end of this chapter and circle your number of right answers.

COMMENTS

In this exercise you read the three sight word lists. The words in List I were taken from daily newspapers. The words in List II were taken from commonly read magazines. And, the words in List III were taken from a collection of words college students said that they wanted to learn. The words from the lists that you do not know should be studied. Suggestions for sight-word study are found in Chapter 6.

Exercise H. Sentences (Context)

DIRECTIONS

Sometimes when you are reading sentences, you can figure out words that could make sense in a sentence before you read the word, or figure out the meanings of words you do not know from other words in the sentence.

Example

a. I ate_____.

b. I went to the store to_____a sweater.

Words such as *cookies* or *breakfast* make sense in the first sentence. Words such as *buy* or *exchange* make sense in the second sentence.

Example

You may figure out the meanings of the words "gasoline," "violated," and "proceeded" in the following sentences by using other words in the sentences.

a. A liquid fuel called *gasoline* is used to power most cars.

b. Three cars parked in the no-parking area *violated* the city's code.

c. As the firemen went into the burning building, they *proceeded* with care.

(1) You may figure out the meaning of the word "gasoline" in the first sentence by noticing the word *called*. Here something is called gasoline, liquid fuel is gasoline. Therefore, gasoline means liquid fuel. (2) You may find the meaning of "violated" in the second sentence by going back to the part of the sentence, "parked in the no-parking area," this means that someone did something wrong. So, violated here means did something wrong. (3) You may find the meaning of "proceeded" in the third sentence by going back to the part of the sentence, "went into the burning building"; this means went forward. So proceeded here means went forward.

Finish this exercise according to the directions at the beginning of each section.

Part I

A. Use what you know about everyday life and language to make the following sentences make sense.

1. The church bell did not_____before lunch today.
2. Our President belongs to the_____party.
3. Only three people attended the garage sale; it was a_____.
4. Her car skidded on the wet_____and stopped.
5. I dropped the letter in the_____on my way to work.
6. A no-smoking sign was nailed to the_____in the doctor's office.

B. Figure out the meaning of the underlined words in the following sentences. Underline those words which help you with the meaning and write the meaning on the blank lines.

1. An office such as yours is a good place to work and to keep books.

   Meaning_____

2. He glided through the water, swimming at an easy pace.

   Meaning_____

3. The five friends hung around the store until one pointed to a sign that said no loitering.

   Meaning_____

4. The noxious gas made me ill and unable to attend classes.

   Meaning_____

5. She stalked out of the room and continued to walk angrily down the street.

   Meaning_____

6. Our central government employs thousands of federal workers.

   Meaning_____

Part II

A. Use what you know about everyday life and language to make the following sentences make sense.

1. It was not raining this morning so I left my_____ at home.
2. He coughed and sneezed so much that I was sure he was coming down with a(n)_____.
3. The music was playing so_____ that I could hardly hear it.
4. Newspapers often let us know when merchandise goes on_____ at department stores.
5. Inflation has caused the value of the dollar to_____.
6. It is up to the governor to pardon the_____ for the crime he allegedly committed.

B. Figure out the meaning of the underlined words in the following sentences. Underline those words which help you with the meaning and write the meaning on the blank lines.

1. Our club social chairman is perfect for the job. She is gregarious.

   Meaning_____

2. The runner huffed and puffed as he neared the finish line. He was winded.

   Meaning_____

3. Being a placid child, he smiled and did not have very much to say.

   Meaning_____

4. We once thought that being wealthy was synonymous with being happy.

   Meaning_____

5. I grew wary of the stranger who walked silently behind me on the dark street.

   Meaning_____

6. College students must learn to handle their money prudently in these days of high inflation.

   Meaning_____

SELF-CHECK

a. Check your answers.

b. Did you complete Part I? Yes____ No____

c. Did you complete Part II? Yes____ No____

d. Did you check your answers? Yes____ No____

e. The number right in Part I, Section B was_____

f. The number right in Part II, Section B was_____

g. Turn to the *Profile Chart* at the end of this chapter and circle your number of right answers.

COMMENTS

In this exercise you were to use what you know about language and everyday life to understand the meaning of sentences. Your knowledge of language could have helped you to know the type of word that was missing, and the type of word that was underlined. Your everyday life experiences could have helped you to know what was missing and what might make sense in finding out the meanings of words. Chapter 3 will provide help for you with these skills.

Exercise I. Word Parts (Pronunciation)

DIRECTIONS

Please show that you can divide words into parts to help you pronounce them.

Examples

a. pokle — po kle
b. fleshshelf — flesh shelf
c. ceter — cet er or ce ter
d. diseltion — dis el tion
e. stuing — stu ing

Now, divide the following nonsense words into separate parts.

1. extopness
2. shuple
3. mitcher
4. vering
5. phuter
6. carlong
7. priwle
8. saring
9. poyer
10. friendplug
11. misthonment
12. whuring
13. startchair
14. hooxer
15. cluving
16. dipondtion
17. screamsky
18. luqkle
19. conjectish
20. clogtle
21. nonfichood
22. genver
23. briefpool
24. dralping
25. chusle

SELF-CHECK

a. Check your answers.

b. Did you complete all the nonsense words? Yes_____. No_____.

c. Did you divide some of the nonsense words because of the way the letters were arranged? Yes_____. No_____.

d. Did you divide some of the nonsense words because you recognized two words? Yes_____. No_____.

e. Did you divide some of the nonsense words because you recognized groups of letters at the beginning of words? Yes_____. No_____.

f. Did you divide some of the nonsense words because you recognized groups of letters at the end of words? Yes_____. No_____.

g. Did you check your answers? Yes_____. No_____.

h. The number right was_____.

i. Turn to the *Profile Chart* at the end of this chapter and circle your number of right answers.

COMMENTS

In this exercise you were to show how well you are able to divide words into parts to help you pronounce them. By dividing words into parts, you show that you can do one step that is necessary to pronounce words. In Chapter 4 you will learn more about dividing words into parts.

Exercise J. Word Parts (Structural)

DIRECTIONS

Please show that you know the meaning of prefixes (meaningful word parts placed at the beginning of words) and can identify them. Underline the prefix and write its meaning. For example:

Word	bimonthly
Underlined prefix	bimonthly
Prefix meaning	two

Now underline the prefix in each word and write its meaning on the blank lines.

1. decongestion _____
2. disadvantage _____
3. exchange _____
4. incredible _____
5. interstate _____
6. misapprehend _____
7. nonacquittal _____
8. premature _____
9. reconvene _____
10. transplant _____

SELF-CHECK

a. Check your answers.

b. Did you complete all the words? Yes____ No____.

c. Did you check your answers? Yes____ No____.

d. The number right was_____.

e. Turn to the *Profile Chart* at the end of this chapter and circle your number of right answers.

COMMENTS

In this exercise you identified prefixes and wrote their meanings. If you know the meanings of prefixes, you can figure out the meanings of hundreds of words. In Chapter 4 you will find activities that will help you learn more about prefixes.

Exercise K. Word Parts (Structural)

DIRECTIONS

Underline the root in each word. The root is the core or main part of a word. Write the meaning of the root in the space following the two words. For example:

Words with roots	portable, export
Words with underlined roots	portable, export
Root meaning	carry

Now, underline the root in each word and write its meaning on the blank lines.

1. location, local _____
2. inspection, spectator _____
3. telegraph, graphics _____
4. benefit, benediction _____
5. biology, biography _____
6. credit, credence _____
7. vocation, vocal _____
8. microscope, microcomputer _____
9. education, educe _____
10. maternity, maternal _____

SELF-CHECK

a. Check your answers.

b. Did you complete all the words? Yes____ No____.

c. Did you check your answers? Yes____ No____.

d. The number right was_____.

e. Turn to the *Profile Chart* at the end of this chapter and circle your number of right answers.

COMMENTS

In this exercise you showed that you can identify the roots of words and write their meanings. By doing this, you are able to figure out the meanings of hundreds of words. Chapter 4 has exercises that you can use to practice this skill.

Exercise L. Word Parts (Structural)

DIRECTIONS

Please show that you can identify suffixes (word parts added to the end of words) and know how they change word meanings by underlining the suffix and writing its meaning, or, tell how it will change the word. For example:

Word	bereavement
Word with underlined suffix	bereave<u>ment</u>
Underlined suffix's meaning	an action or state

Now, underline the suffix in each word and write its meaning on the blank lines.

1. abortion _____
2. monthly _____
3. brotherhood _____
4. phraseology _____
5. motionless _____
6. painter _____
7. dogmatist _____
8. quietness _____
9. joyous _____
10. removable _____

SELF-CHECK

a. Check your answers.

b. Did you complete all the words? Yes____ No____.

c. Did you check your answers? Yes____ No____.

d. The number right was_____.

e. Turn to the *Profile Chart* at the end of this chapter and circle your number of right answers.

COMMENTS

In this exercise you underlined suffixes and wrote their meanings. If you are able to write the correct meaning of the suffixes, that shows that you are able to use word parts to help you figure out the meanings of hundreds of words. You will find practice activities for suffixes in Chapter 4.

Exercise M. Language (Usage)

DIRECTIONS

Sometimes different people use different forms of the English language to express themselves. You are to write how you might say something for everyday use, how you might say it if you were in a business situation and how you might say it if you were going to write it in a textbook. For example: You might respond to "the sting of a bee" in:

Everyday language as:	Business language as:	Textbook language as:
Ouch!	The honeybee stung me and it hurts.	The barbed sting from the honeybee that pierced my skin is causing severe pain.

Please note that they all mean nearly the same thing, but were said in different ways.

Now, provide responses to the items below.

Part I

	Everyday	Business	Textbook
Spoiled food in the refrigerator			
Telephone bills			
The bus fare			

Part II

	Everyday	Business	Textbook
Reasons for attending classes			
What my future will look like three years from now			
Traveling to another town			

SELF-CHECK

a. Did you provide a response for each item in Part I? Yes____. No____.

b. Did you provide a response for each item in Part II? Yes____. No____.

c. Did you check your answers? Yes____. No____.

COMMENTS

In this exercise you used your knowledge of language to express yourself in three different ways. It is important to know how to speak differently when you meet different people. You know that people often change their language in the same way they change their clothes. When they go to a football game, they wear sports clothes for comfort and they use their football language to express their thoughts and feelings to others. But when they go to the symphony or to a formal business meeting their clothes change and so does their language. When the language and the clothes are carefully chosen for each occasion, the concert is likely to be more fun and the business meeting is likely to be more successful. In Chapter 5 you will find activities that will provide practice in selecting language for the many occasions in your life.

Exercise N. Word Meanings (Multiple)

DIRECTIONS

Please show that you know that one word may have different meanings in different sentences by choosing the right word and writing it on the blank space in each sentence. For example:

The words are: notes, bussed, entrance

Sentence a. The men used bank_____to pay their bills.
Sentence b. I wrote several_____to my friend.
Sentence c. Our house and car_____were not paid.

The word "notes" should be written in the blank space because it is the only word, of the three, that makes sense in the sentences. However, the word "notes" has a different meaning in each sentence.

Now, finish the following sentences.

Part I

1. The words are: exploded, private, order
   a. The judge brought_____to the courtroom by banging his gavel.
   b. Mr. White will_____his lunch now.
   c. He did not obey the_____, so he was punished.
2. The words are: although, government, other
   a. My state_____decided to support child care.
   b. Business in this city belongs to one branch of_____.
   c. They see each_____often.
3. The words are: present, something, within
   a. The_____was delayed in the mail.
   b. John will_____his speech soon.
   c. Two women were not_____in class today.
4. The words are: behind, against, service
   a. After worship people talked about how much they enjoyed the church_____.
   b. That person will_____the car in one hour.
   c. Bill, the store clerk, was_____looking for the lost stock.
   d. They hid_____benches to avoid being hit by the bricks.
5. The words are: shelter, admittance, left
   a. If it had been_____to the General, all would have arrived in good spirits.
   b. One teacher thought about spanking the child for using her _____hand.
   c. They_____after many hours of debate.
6. The words are: another, face, last
   a. _____the door.
   b. What is the_____value of a one dollar bill?

c. Mr. Smith was the_____runner in the foot race.
d. Mrs. Smith decided to_____the dress collar so that it would stand up.

Part II

1. The words are: run, single, arrange
   a. The store had a_____on snow shovels during the blizzard.
   b. We had to_____for the party at least a month in advance.
   c. He tried to_____the business but failed because he lacked experience.

2. The words are: blemish, wind, result
   a. We needed to_____down after the difficult test.
   b. He was careful not to_____his school record with poor grades.
   c. She covered the_____with the new brand of make-up.

3. The words are: bind, buy, top
   a. She earned_____grades but dropped out of school at the end of the term.
   b. We found it impossible to_____our recent performance. It was our last performance. It was our best.
   c. He found himself in a_____after telling the little white lie.

4. The words are: record, warn, sound
   a. He worked very hard to compile his excellent_____
   b. We managed to_____the entire musical program.
   c. He did_____the alarm before the fire spread.

5. The words are: rate, shift, bank
   a. They had to_____all the new materials to a different room.
   b. His reading_____increased dramatically.
   c. Workers on the night_____earned a larger salary.

6. The words are: free, back, lead
   a. We like to_____sound ideas.
   b. The lawyer worked for many weeks to_____his client.
   c. He trusted us so he gave us a_____hand.

SELF-CHECK

a. Check your answers.
b. Did you complete Part I? Yes_____ No_____
c. Did you complete Part II? Yes_____ No_____
d. Did you check your answers? Yes_____ No_____
e. The number right for Part I was_____
f. The number right for Part II was_____
g. Turn to the *Profile Chart* at the end of this chapter and circle your number of right answers.

COMMENTS

In this exercise you were to show that you understand that one word may have different meanings in different sentences by choosing the right word from a group of words to complete a sentence. Words have different meanings in different sentences. If you know the different ways of using words, then you can better understand what you are reading. In Chapter 6 you will find activities that will help you learn more about word meanings.

Exercise O. Study Skills

DIRECTIONS

Place a check (✓) mark in the appropriate column after each question about your study habits. Check your columns as follows:

Column AA—yes or most of the time.
Column BB—sometimes or not often.
Column CC—no or almost never.
Column DD—I do not understand the statement.

	AA	BB	CC	DD
A. Self-Management				
1. Do you have a special place to study?				
2. Do you have to share your study area?				
3. Do you mind sharing your study place?				
4. Do you keep the following special tools for reading and study:				
a. sharp pencils (more than one)?				
b. pens (more than one)?				
c. a dictionary?				
d. a thesaurus?				
e. clean paper?				
f. note cards?				
g. other materials?				
5. Do you read and study every weekday (Monday through Friday)?				
6. Do you read and study on weekends?				
7. Do you set aside time to read and study?				
8. Do you start to study for a test as soon as you learn that you must take it?				
9. When you have a lot of reading to do, do you read some at one time and some at another time?				
10. When you study, do you turn off the:				
a. radio?				
b. TV?				
c. record player?				
11. When you study for a long time do you usually take a break or rest?				
B. Taking Notes and Summarizing Information				
12. Do you make notes in your book when you read?				
13. Do you take notes on paper or in a notebook when you read?				

14. Do you mark and underline information you think is important as you read?					
15. Can you tell in a few words about something you have read?					
16. Can you tell in a few words about something you have heard?					
17. When you are reading can you tell when the writer makes an important point?					
18. When you are listening can you tell when a speaker makes an important point?					
19. Do you rewrite your reading notes?					
20. Do you rewrite your listening notes?					
C. Finding Information					
21. Do you use a dictionary when you want to find out:					
a. how to spell a word?					
b. how to say a word?					
c. what a word means?					
22. Do you use a thesaurus when you want to find:					
a. a word with a similar meaning?					
b. a word with the opposite meaning?					
23. Do you use an atlas to find the map of a particular place?					
24. Do you use an almanac to find out about weather, important dates or other useful facts?					
25. Do you use the card catalog in the library when you want to find a certain book?					
26. Do you use the *Readers' Guide to Periodic Literature* when you need to find a magazine or journal?					
27. Do you ask the librarian for help when you need it?					
D. Using Clues in Books to Think and Learn					
28. Do you use the index in a book to find specific information?					
29. Do you read the table of contents to find out what the chapters in a book or stories in a magazine will be about?					
30. Do you read the preface or foreword in a book to find out the writer's point of view?					
31. Do you read and think about the titles of each chapter?					
32. Do you pay special attention to words that stand out (underlined, in **boldface**, in CAPITAL LETTERS, in color or in *italics*)?					

33.	Do you read summaries, conclusions and introductions before reading the rest of the book, article or chapter?				
34.	Do you read questions at the ends of chapters before you read the chapters?				
35.	Do you ask yourself questions about what you are reading as you read?				
36.	Do you read some things faster than others?				
E.	Taking Tests				
37.	Whenever possible, do you read the whole test before beginning to write answers?				
38.	Do you try to divide your time so that you will have enough time for each section on the test?				
39.	Do you read all subheadings and directions carefully before writing?				
40.	When you cannot think of an answer to a question quickly, do you skip it and return to it later?				
41.	Do you answer all questions on the test?				
42.	Do you make sure that you have written your answers clearly?				
43.	If it is an oral test, do you speak clearly in formal language?				
Count the number of check marks for each column. Write your total for each column.					

SELF-CHECK

a. Did you check all the items? Yes____ No____

b. Enter on the proper line all the statements you did not check:
Section A, statements_____
Section B, statements_____
Section C, statements_____
Section D, statements_____
Section E, statements_____

c. My highest total is for Column_____

d. I did not know what items_____ meant.
(Write item numbers)

COMMENTS

In this exercise you asked yourself some questions about how you study and take tests. Now, you are probably thinking about the things that you can do to make your study time more useful. Chapter 7 provides you with more useful ideas for studying and taking tests.

PROFILE CHART

Circle the numbers that show the number of right answers you earned on the exercises. Then look at the left side of the chart to find out what your score means.

A score in range A means that you may be able to complete similar exercises in this book with little instructor guidance.

A score in range B means that you may be able to complete similar exercises in this book with some instructor guidance.

A score in range C means that you may be able to complete similar exercises in this book with instructor guidance and much additional practice based on the exercises in the text.

When you have completed all of the exercises, draw a line from circle to circle to complete your profile of scores.

based on the exercises in the text.

When you have completed all of the exercises, draw a line from circle to circle to complete your profile of scores.

If you score in:	Exercise B Selection I	Exercise B Selection II	Exercise B Selection III	Exercise D Part I	Exercise D Part II	Exercise E Part I	Exercise E Part II	Exercise F	Exercise G List 1	Exercise G List 2	Exercise G List 3	Exercise H Part I-B	Exercise H Part II-B	Exercise I	Exercise J	Exercise K	Exercise L	Exercise N Part 1	Exercise N Part 2
Range A you need little or no instructor guidance.	25	25	25	6	6	6	6	11	50	50	50	6	6	25	10	10	10	6	6
	24	24	24											24					
	23	23	23					10						23					
	22	22	22											22	9	9	9		
	21	21	21	5	5	5	5	9				5	5	21				5	5
85%																			
Range B you need some instructor guidance.	20	20	20						40	40	40			20					
	19	19	19					8						19	8	8	8		
75%																			
Range C you need increasing instructor guidance.	18	18	18											18					
	17	17	17	4	4	4	4	7				4	4	17	7	7	7	4	4
	16	16	16											16					
	15	15	15					6	30	30	30			15	6	6	6		
	14	14	14											14					
	13	13	13	3	3	3	3	5				3	3	13	5	5	5	3	3
50%																			
	12	12	12											12					
	11	11	11					4						11	4	4	4		
	10	10	10						20	20	20			10					
	9	9	9	2	2	2	2	3				2	2	9	3	3	3	2	2
	8	8	8											8					
	7	7	7					2						7	2	2	2		
	6	6	6											6					
	5	5	5	1	1	1	1	1	10	10	10	1	1	5	1	1	1	1	1
	4	4	4											4					
	3	3	3											3					
	2	2	2											2					
	1	1	1											1					

Comments

TWO

Understanding Written Information

You were referred to this chapter from Exercises B, D, E and F in Chapter 1. The exercises in that chapter helped you sort out some of your thinking about the reading of sentences and longer passages. You should recall that in Chapter 1 you had to read and answer questions about what you read. You also had to read and restate sentences differently using your own words. Answering questions and restating the sentences showed that you understood what you read. Understanding what you are reading means that you are communicating with the writer.

The purpose for reading is to communicate with the writer. When you communicate with the writer you either learn something different or you find that you and the writer share the same knowledge. This kind of communication occurs when you and the writer recognize and fulfill your responsibilities. The writer's responsibility is to write in a clear and understandable style so that you can grasp the content of what is written. Your responsibility is to use what you know about language and life to help you grasp the writer's meaning. This chapter will provide study and practice activities so that you may strengthen your skills in grasping the writer's meaning.

In this chapter you will study and practice ways to understand the direct meaning of what is stated in written sentence parts and short readings.

THINKING STRATEGIES

If you study meaningful sentence parts, you will force yourself to pay attention to the meaning and function of groups of words within sentences. For example, words

in the sentence "I boiled green beans for dinner." may be grouped as "I boiled / green beans / for dinner." The first sentence part told you that someone did something; the second sentence part told you what the something is that someone did; and the third sentence part told you why or when the someone did what he or she did. If you were asked to use the sentence to tell, "What was boiled for dinner?" Your answer should be the sentence part, "green beans." Your answer came directly from the sentence. You needed the other words in that sentence to help you get the answer to the question.

Look at the following sentence. "John stopped when he saw the muzzled German shepherd running behind his master toward the department store." Many questions may be asked about that sentence. Some questions are: (1) What did John see? (2) What was the muzzled German shepherd doing? (3) What ran behind his master? (4) What did John do when he saw the German shepherd? (5) Where was the muzzled German shepherd? These questions can be answered using words or word groups from the sentence. The questions with the underlined answers from the sentence are: (1) What did John see? the muzzled German shepherd (2) What was the muzzled German shepherd doing? running (3) What ran behind his master? muzzled German shepherd (4) What did John do when he saw the German shepherd? John stopped (5) Where was the muzzled German shepherd? behind his master When you ask questions about sentences and can find answers, you are learning to gain more meaning from what you read.

Let us take another sentence and answer questions about it. The sentence: "My boyfriend told me that he tried to pay attention as Mr. Z was speaking about child psychology, but Mr. Z was boring so he fell asleep." Some questions are: (1) What did her boyfriend try to do? (2) What happened to her boyfriend while Mr. Z was speaking? (3) Who was her boyfriend listening to? (4) What was Mr. Z's topic? (5) In her boyfriend's opinion, how did Mr. Z present himself? Answers to these questions can be taken from the wording of the sentence about Mr. Z. Here are the questions with underlined answers taken directly from the sentence. (1) What did her boyfriend try to do? he tried to pay attention (2) What happened to her boyfriend while Mr. Z was speaking? he fell asleep (3) Who was her boyfriend listening to? Mr. Z (4) What was Mr. Z's topic? child psychology (5) In her boyfriend's opinion, how did Mr. Z present himself? Mr. Z was boring

Remember, we said earlier that asking questions about sentences will force you to pay attention to the meaning. When you pay attention, you are more likely to understand what you are reading. Now, it is your turn to ask questions and find answers in sentences.

Sentence Parts: Studying

DISCUSSION AND PRACTICE

A first step in understanding what is written is to ask yourself questions. Sometimes when we read, we are able to say all of the words but we do not always know what the words mean when we put them together. The following selections will help you practice asking yourself questions about sentences. You will notice that the sentences have been pulled apart so that you can read, answer and write questions about each sentence. The words that you choose to answer your questions must be in the sentences. The questions that you write will be written so that there are words in the sentences to answer your questions. In other words, write your questions so that answers can be taken directly from the sentence. For example: the question, "What did I bake?" can be answered with the words in the sentence, "I baked a pumpkin pie." The answer is "a pumpkin pie."

In Selection I you should: (1) read the first sentence, (2) read the first question and its answer, (3) read the second question, (4) write an answer to the second question using words in the sentence, (5) read the first word for a third question, (6) write a third question from the sentence using that word, (7) write an answer for that question using words in the sentence. If you cannot use words in the sentence to answer your question, write another question and/or keep trying until you have a question that can be answered with the words in the sentence. Remember, you are practicing to understand what is written, so your answers must use words in the sentence. In Selection II you will write both the questions and the answers. For both selections you will want to keep words such as *what, when, who, where, how, why* and *did* in mind as you write your questions. These words will help you to begin your thinking about questions.

Now, practice understanding what is written by working through Selections I and II.

SELECTION I

The Workshop

I saw an announcement in the newspaper about an adult workshop.

a. What did I see in the newspaper?
an announcement

b. Where was the announcement?

c. What

In the workshop adults are going to find out how to save money.

a. Who is the workshop for?
adults

b. Where will adults find out about saving money?

c. What

They will be given information about how to invest their money.

a. What will tell them how to invest their money?
information

b. What will the information tell them?

c. Who

One workshop leader will talk about how to borrow money.

a. Who will we learn about borrowing money from?
workshop leader

b. Who will talk about borrowing money?

c. What

There is one catch, it will cost you some money to attend.

a. What is the catch?
it will cost

b. How many catches are there?

c. What

It seems as if you always have to spend money to find out how to save money.

a. When does it seem as if you have to spend money to save money?
always

b. Why do you need to spend money?

c. What

SELECTION II

Snow Removal

My friend telephoned me this morning to get the snow removal report.

a. _____

_____

b. _____

_____

c. _____

_____

Last night's news report said that we would have three inches of snow, but not to worry because the snow removal crew would have the streets clear before morning.

a. _____

_____

b. _____

_____

c. _____

_____

Well, sure enough we had our three inches of snow, but we did not have clear streets.

a. _____

_____

b. _____

_____

c. _____

_____

Our cars were stalled in the snow, the school bus couldn't take the children to school and I was a wreck.

a. _____

_____

b. _____

_____

c. _____

_____

My friend suggested that we telephone the mayor for help.

a. _____

_____

b. _____

_____

c. _____

_____

Maybe she could call some of the city workers that are connected with the snow removal crew and get them to our street quickly.

a. _____

_____

b. _____

_____

c. _____

_____

We want you to practice some more with understanding what is written. So, now we want you to select any newspaper article, magazine article or textbook passage that you want to read. Take the first six sentences. Write those sentences on paper with spaces between them. Next, write three questions for each sentence. Remember to use *what, when, who, where, why, how* and *did*, to help you think of questions. Also, remember that the questions you write in this exercise should only be answered by the words in the sentences.

SELF-CHECK

a. Did you find words in the sentences to answer all of the questions in Selection I? Yes_____ No_____

b. Did you find words in the sentences to answer all of your questions in Selection II? Yes_____ No_____

c. Did you find words in the six sentences to answer all of your questions in the newspaper article, magazine article or textbook passage? Yes_____ No_____

Sentence Parts: Usage

DISCUSSION AND PRACTICE

Here you will continue to practice your skill of understanding sentences. In Part I we have written the first question and answer for you. In Part II you will write the questions and answers.

You know that asking questions is not always easy. So remember to use the words: *what, when, who, where, why, how* and *did* in your questions. Try these words in front of different parts of the sentence, then, try them as you think about the whole sentence. Another way to write questions is to write a statement and leave a blank space for the answer to be filled in. If you cannot think of a *who, what, why,* and so on question, write a statement and leave a blank space for the answer. The important thing for you to remember is that you are understanding what is written when you can ask questions about it. This practice will help you think about what you read.

Begin by reading the sentence, then read the question and answer that are written. Next, reread the sentence, think about words like *who, what, why,* and so on. Think of a question, write the question and check your question. You should be able to answer your question with words in the sentence. Write your answer. Write as many additional questions and answers as you need to understand the sentence. Continue working this way throughout Part I. In Part II you will write as many questions and answers as you need to understand the sentence.

Part I

1. The United States of America's national anthem was written by Francis Scott Key as he watched the battle that took place in Baltimore between the British and the Americans.

   a. Who wrote the national anthem?
   Francis Scott Key

   b. _____

   c. _____

   d. _____

   e. _____

2. Usually we think of elevators as small rooms that move up and down in tall buildings carrying people, but elevators are also huge bins that are used for storing wheat.

a. How do we usually think of elevators?
as small rooms

b.

c.

d.

e.

3. The history of spoons is almost as old as the history of knives with the notable difference being that the first spoons were probably sea shells and the first knives were made from pieces of bone, thin stones and sharp shells.

a. What were the first spoons?
probably sea shells

b.

c.

d.

e.

4. The katydid is an insect that has feelers, two large eyes, black holes for ears, six legs and wings that look like green leaves.

a. What is a katydid?
an insect

b.

c.

d.

e. _____

_____

5. It was not Mark's style to debate the fresh water issue in his office during business hours; he chose to invite the senators to his home for cocktails, dinner and a debating session.

a. What was not Mark's style?

to debate during business hours

b. _____

_____

c. _____

_____

d. _____

_____

e. _____

_____

6. By the end of the day our lobbyist had grown weary of the senators' filibustering, so he motioned for our group to follow him out of the historic building.

a. What time of day was it?

end of the day

b. _____

_____

c. _____

_____

d. _____

_____

e. _____

_____

Part II

1. We value limestone because it can be used to fertilize soil, as a substance in making concrete blocks, as a substance in making iron and steel and to improve rubber goods.

a. _____

_____

b. _____

_____

c. _____

_____

d. _____

_____

e. _____

_____

2. In the 1800's fuel burned in oil lamps was extracted from hog fat, whale blubber, vegetables and nuts.

a. _____

_____

b. _____

_____

c. _____

_____

d. _____

_____

e. _____

_____

3. The scientist found that by frequently modifying his environment he was able to succeed with his project.

a. _____

_____

b. _____

_____

c. _____

_____

d. _____

_____

e. _____

_____

4. Reproduction is the part of the life cycle of human beings that prevents their extinction from this planet.

a. _____

b. _____

c. _____

d. _____

e. _____

5. Several television programs planned for the unemployed were axed before airing because the test audience revealed that unemployed people would not find the programs satisfying.

a. _____

b. _____

c. _____

d. _____

e. _____

6. The use of plastic is so extensive in our lives that I wonder if any of us have ever imagined a life without plastic.

a. _____

b. _____

c. _____

d. _____

e. _____

SELF-CHECK

a. Did you write questions and answers for Part I? Yes_____. No_____.

b. Did you write questions and answers for Part II? Yes_____. No_____.

c. Did you find words in the sentences to answer all of your questions in Part I? Yes_____ No_____

d. Did you find words in the sentences to answer all of your questions in Part II? Yes_____ No_____

Sentence Parts: Application

DISCUSSION AND PRACTICE

Here you are going to continue to write questions to show that you understand the direct meaning of what was written. Notice that you have been given two sentences. You should write as many questions about the sentences as you need to understand the sentences. We are giving you two sentences because we want you to begin to think about longer readings and to ask yourself questions about them.

The next step is for you to organize your questions and answers, so that you can remember what you read. You know that you read to find out something. After you find the information, you need to remember it. The following example will show you the steps for organizing yourself so that you can remember what you read more easily.

Step 1

Read the following sentences.

As a learner I must accept some of the responsibility for my learning. I should commit myself to studying a reasonable number of hours each day, following directions in my books as well as those directions given by my instructor, asking questions when directions are unclear and keeping a record of my daily progress.

Step 2

Write questions and their answers. (Questions should be written so that words from the sentences can be used to answer them.)

a. What must I accept some responsibility for?
my learning

b. How long should I study?
a reasonable number of hours

c. What directions should I follow?
directions in my book directions given by my instructor

d. What should I keep a record of?
my daily progress

e. When should I ask questions?
when directions are unclear

Step 3

Organize to remember. (Questions and answers from Step 2 are used.) The questions and answers are put together in fewer words and rearranged in a logical order so that they make sense.

From Step 2a—I should accept some responsibility for my learning.
From Step 2b—I should study a reasonable number of hours.
From Step 2c—I should follow directions.
Note: The order of items d and e from Step 2 has been rearranged so that they present a logical order. When you think about items d and e you know that you will ask questions before you record your daily progress.
From Step 2e—I should ask questions.
From Step 2d—I should keep a record of my daily progress.

Work through the following sentences by reading the sentences, writing questions and answers and organizing those questions and answers to improve your memory.

1. Step 1—Read the sentences.
Competence in reading for adults may be reading well enough to function at a level that is satisfactory for us. This implies that competence for us, depending on our goal, may not be the same as for other adults.

Step 2—Write questions and their answers.

a. _____
_____

b. _____
_____

c. _____
_____

d. _____
_____

e. _____
_____

Step 3—Organize to remember.

a. _____

b. _____

c. _____

d. _____

e. _____

2. Step 1—Read the sentences.
An advanced level reader may be one who can read most material written for the general adult population. This reader will use tools that include dictionaries, thesauruses, almanacs and encyclopedias.

Step 2—Write questions and their answers.

a. _____

_____

b. _____

_____

c. _____

_____

d. _____

_____

e. _____

_____

Step 3—Organize to remember.

a. _____

b. _____

c. _____

d. _____

e. _____

3. Step 1—Read the sentences.

Critical reading is a practical skill. If we are not critical readers we can be misled by skilled writers who set out to distort information that could lead us to buy unnecessary products, vote for undesired candidates and support unprincipled causes.

Step 2—Write questions and their answers.

a. _____

_____

b. _____

_____

c. _____

_____

d. _____

_____

e. _____

_____

Step 3—Organize to remember.

a. _____

b. _____

c. _____

d. _____

e. _____

4. Step 1—Read the sentences.
When your reading brings you new information, you need to ask yourself if you already know anything about it. By asking that question you help yourself decide to spend more time studying what you need to learn and less time reviewing familiar information.

Step 2—Write questions and their answers.

a. _____

_____

b. _____

_____

c. _____

_____

d. _____

_____

e. _____

_____

Step 3—Organize to remember.

a. _____

b. _____

c. _____

d. _____

e. _____

5. Step 1—Read the sentences.
As an adult reader, you bring to reading a considerable amount of experience. This experience can be used as you work to increase your skill in reading.

Step 2—Write questions and their answers.

a. _____

_____

b. _____

_____

c. _____

_____

d. _____

_____

e. _____

_____

Step 3—Organize to remember.

a. _____

b. _____

c. _____

d. _____

e. _____

6. Step 1—Read the sentences.
Jenny provided written information about her study-reading habits on a form. During a conference with her instructor, she described herself as a 35-year-old housewife who had attended school through her sophomore year of college.

Step 2—Write questions and their answers.

a. _____

_____

b. _____

_____

c. _____

_____

d. _____

_____

e. _____

_____

Step 3—Organize to remember.

a. _____

b. _____

c. _____

d. _____

e. _____

SELF-CHECK

a. Did you write questions and their answers for each set of sentences? Yes_____ No_____.

b. Did you find words in the sentences to answer all of your questions? Yes_____ No_____.

c. Did you organize your questions and answers so that you could remember what you read? Yes_____ No_____.

Now that you have finished this *Sentence Parts* chapter you should be able to ask many questions about what you read. You are ready to select anything that you would enjoy reading. So, select something. Make sure that it has at least forty sentences. Read the first half of your selected reading. Do not ask yourself questions as you read. Afterward, write or tell about what you have read. Next, read the second half of your selected reading. As you read, write questions and their answers for every four sentences, or, as often as you need to clarify the meaning. Afterward, write or tell about what you have read. Our guess is that you will know more about those sentences where you asked yourself questions. *Stop* here and do your reading.

Were we right about you knowing more about the second half of the selection than the first half? Yes_____ No_____. Can you explain what happened?_____

_____

_____

EVALUATION

When you read you interact with the writer's written language. You ask questions about the written language. You may clarify some of your thinking about what the writer has written. You may speculate about what the writer meant but did not say. You may accept or reject what the writer has written. You may memorize and use the content of what was written. All of this shows that you have gained some understanding of the writer's message.

At the end of each chapter you will find three evaluation selections. The following selections, each written at a different level of difficulty, have been designed to help you keep track of your progress. You can do this by reading and circling the words that make the reading make sense. The highest possible score that you can earn for each selection is 25. Whenever your score is 21 or more, it means that you are progressing very well with your reading.

Whenever you come to the three evaluation selections in the remaining chapters, you are to read and circle the words that make the reading make sense. Always, begin with the first selection; complete that selection before reading Selection II. Complete Selection II before reading Selection III. After you have finished reading the first selection check your answers, count the number right and record your score. Follow the same steps for Selections II and III as you did for Selection I.

Selection I

My Dream House

Six years ago I began saving money for my dream house. I calculated, to the

nearest / green / farthest dollar, the amount of tense / money / effort I would need for I / an / a down payment on my

dream / jeer / sleep house. I also calculated of / the / a amount of money I proof / dance / could save each month

five / soap for sick years. The amount saved bold / clutch would be enough for my off / void / down payment.

The first two years / days / just I saved my money merrily. / easily. / beside. The third year I medic / call / could not

save as much money / mellow / home because of the rising shade / cost / can of living. So, my homesick / tinderbox / timetable for

buying my house was / to / can pushed to six years. Many / That / They did not upset me give / unless / because I felt

certain that me / so / I could save the money. To / At / It the end of the among / money / fourth year my savings

were less / high / over than the third year. It / I / A started to wonder if an / we / I would ever get my

house.

By the end of the fifth year I had saved less than the fourth year. "Time into. pilot.

to panic," I said to myself. So I did.

For two weeks I was so depressed that I went to see a psychologist. My first visit to the psychologist helped me to feel better. So I made another appointment before leaving his office. Two days later I received his bill. I paid the bill.

On the third day I telephoned and cancelled my next appointment. The psy-

chologist's receptionist asked me why I was cancelling the appointment. I told her that I was saving money for a house. Further, I said that I could not save money and pay the psychologist at the same time. You know, after making that decision I felt much better. I now have my house and I am pleased with it. I am also pleased with myself for making that wise decision.

SELF-CHECK

a. Check your answers.

b. Your score is _____

Selection II

Miss Liberty

If you have never visited the Statue of Liberty you may consider doing so one day. It is the United States Catch Carriages of America's symbol for minded landed freedom and democracy. The Statue was saw from a 100th anniversary present across from seem France to the United States. Appears. Although it was a boil cope gift it served to strengthen friendship friendly between the Hostess. classmates United States bog or and France.

The Statue of Eulogy Rumble Liberty weighs 225 tons and he it to stands 151 feet tall. The A To pedestal, purchased by the United Stare Harbor States, stands 154 feet tall. clam. So the Statue just. plus comet silent pedestal stands 305 feet tall. Miss Liberty, as the Statue Mr. Fly is it as sometimes called, is the tamper castle figure of a woman wearing an a l flowing floor length robe. He Out She holds a torch in either one hand and a tablet by in the other one. She among hears wears a beautiful crown. Her face wit let knew skill is inviting and comforting in to had those who visit her. Let I She invites us all.

Construction was begun on Miss Liberty in 1876 and it was completed in 1886. She was made a national monument in 1924. Even though she has been standing there for over 100 years, she does not tire of having visitors.

SELF-CHECK

a. Check your answers.

b. Your score is _____

Selection III

Reading[1]

Reading is one of the basic communicative skills that requires thinking.

Reading is difficult to define. Thinking is difficult to define. / give. / about. For our purposes here we will consider thinking as it / a an / no / a self-examination process that we / this / utilize / of as we read.

Even though researchers have not Ever / They pronounced / underneath / resolved the problem of definition on / of / it reading, we think that if you recogni-e some basic to / or games / could / aspects of the reading process you will have a clearer understanding of reading. Two aspects I / the tendency / promote / at: / in: / are: (1) when you read you interact / tingle / prompt with language that has been / seen / from written; (2) when you interact down written language, you should with they / acclaim / dream comprehend / what the writer has / interacted. / written. / song.

This means that you beside / accent / understand and can use that writer's / boy's / outside language to solve problems.

Most people read without giving That / Are with / less / much thought to how they do / call it. To them, "What is reading?" is a question at / or if / to / of little concern. However when you / yet / I are learn-

[1]Adapted and modified from: Arthur W. Heilman, Timothy R. Blair and William H. Rupley, *Principles and Practices of Teaching Reading*, 5th Ed. (Columbus, Ohio: Charles E. Merrill Publishing Company, 1981), pp 3–4.

ing to read better, it is not unusual for you to ask the question, "What is

reading?"

SELF-CHECK

a. Check your answers.

b. Your score is_____

'hat is

THREE

Using Reading

Exercises C and H in Chapter 1 helped you to sort out some of your thinking about understanding what is written, understanding what might be suggested by what is written and using this understanding of what is written to solve problems.

In Chapter 2 you practiced understanding the direct meaning of what was written. That was one very necessary step in learning to read better. There are other steps. This chapter is designed to take you into the additional steps of reading between and beyond the lines. You will use what you learned in Chapter 2 to help you learn more about reading in this chapter. Reading the lines will help you understand what the writer says. Reading between the lines will help you understand what the writer may mean but does not say. Reading beyond the lines will help you use what you read to think about similar instances or to solve problems.

You make reading meaningful by understanding it and by using it. Chapter 2 provided you with practice in how to understand what is written. Up to this point you have asked yourself questions about groups of sentences. Well, it is still necessary for you to do that. In addition, it is necessary for you to think about what might be suggested by what is written in sentences.

In this chapter you will study and practice (1) how to understand what might be suggested by what is written and (2) how to use what is written in a meaningful way.

THINKING STRATEGIES: PART I

Exploring possibilities of what was not written but suggested, will give you a fuller picture of the writer's message. For example: If someone said to me "Alice, that was

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a beautiful suit that you wore *yesterday*." I would say, "thank you." But, I might wonder what that person's thoughts are about what I am wearing today. You see that person spoke about the suit I wore *yesterday*. My thinking might be that my appearance must be awful today since nothing was said about the suit I am wearing today. Or, the person could have been telling me that I looked awful day-before-yesterday and all other days. You see, I would wonder why *yesterday* was singled out. I might convince myself that there is a message there that was not stated. Are you beginning to get the idea now, about what might be suggested from what is said?

Several ways to start thinking about what might be suggested but not written in sentences is to first understand the written sentence. (You practiced that in Chapter 2.) Next use your knowledge and experience, or, what you know about everyday life to help you think about what was not stated. Think with us as we list some possibilities of what might be suggested about the following sentence. Before thinking about what might be suggested about the sentence, use what you have practiced in Chapter 2 to understand the sentence. Remember to (1) ask questions about the sentence, (2) answer your questions and (3) organize your questions and answers so that you can remember the content of the sentence.

Take a minute to work through understanding the direct meaning of the following sentence using the steps listed above.

Sentence—She bought only two books.

Questions about the sentence Answers

Organize to remember

Now that you have taken time to work through understanding the direct meaning of the sentence, what might this sentence suggest? This sentence alone might suggest that:

a. She had money for only two books.
b. She needed only two books.
c. She could carry only two books.
d. She was told not to buy more than two books.
e. There were only two books in the store.
f. The store owner would sell her only two books.
g. She had time to shop for only two books.

This sentence in context (among other sentences) can offer clues that reveal the writer's intent. For example, "She rushed into the bookstore and hurriedly looked

among the shelves. *She bought only two books.* After spending ten minutes in the store, she left."

The possibilities suggested by that sentence were numerous when it stood alone. But a look at the context (surrounding sentences) reduced the number of logical choices and moved us closer to the writer's intended meaning. The context helped to tell us what the writer meant.

Think about what we did to read between the lines. First, we thought about the girl and some reasons she might have had for buying only two books. Then we thought about the store and the store owner. We considered how these might have kept her from buying additional books. Lastly, we thought about her time and how that might have kept her from shopping longer.

The context tells us that she was hurrying, so that one logical choice might be that "she had no time to buy other books." Another logical choice could be that "she found and bought the two books that she wanted during her ten minute stay in the store." Without additional clues in the context we are left with these two possibilities of what the writer meant.

The point is that if you want to read and fully understand the writer's message, you need to read between the lines by looking for hints or clues in the context that tell what the writer means but does not say directly.

You could have come up with the possibilities suggested because you have had shopping experiences. You may have been in a hurry at some time. When you think about real life possibilities that your reading suggests, you are bringing you and your experiences into your reading. When you do this you use what you already know to learn and understand more. Your past experience interacts with new information from the writer. When you actively encourage this interaction (asking questions and relating experiences), chances are that you will get more out of your reading.

Now, we want you to think with us about what might be suggested from the following sentence. First, understand the direct meaning of the sentence by asking yourself questions. Second, use your questions and answers to organize yourself (as you did in Chapter 2) and to memorize the content of the sentence. Third, think about what the sentence might suggest. For example:

Sentence—The dentist told me to use dental floss every day.

Questions about the sentence	Answers
a. What did the dentist tell me to use?	dental floss
b. Who told me to use dental floss?	the dentist
c. How often did he tell me to use dental floss?	every day
d. What did the dentist do?	told me
e. What did the dentist tell me to do with dental floss?	use dental floss

Organize to remember

the dentist
told me
use
dental floss
every day

Now what might *this sentence* suggest? It might suggest that:

a. He thought that I might have a lot of dental floss.

b. He thought I did not use dental floss often enough.

c. He thought that I knew how to use dental floss.

d. He thought that I might get cavities and flossing could prevent them.

Read with us that sentence in context to see if any of our earlier suggestions were true. (We will assume that you will remember to question yourself about those sentences used for the context, as well as, remember to use the organize-to-remember step, if necessary. The reason for using these steps is so that you understand directly what is written.) The sentence in context is as follows:

> Last month when I visited the dentist for my annual checkup, he found food lodged between several of my teeth. He asked me about my brushing habits. I told him that I brushed daily, but there were occasions when I could not remove food from between two of my front teeth. *The dentist told me to use dental floss every day.* He assured me that it would help me to remove food from between my teeth.

Now, let us review or test out our earlier suggestions to see if any of them were true. The earlier suggestions were:

a. He thought that I might have a lot of dental floss.

b. He thought I did not use dental floss often enough.

c. He thought that I knew how to use dental floss.

d. He thought that I might get cavities and flossing could prevent them.

Some of our earlier suggestions fit the context (statements b and d) while others did not (statements a and c). This exercise shows that you can suggest or guess what the writer means from one sentence with some success. However, you are likely to be more successful in your guessing when you read other sentences in the context. Thoughtful guessing based on your experiences is a useful strategy. Such guessing shows that you are involved in making sense of the writer's message. Remember, at times as you read, you will come upon a sentence that seems to suggest several possible meanings. One strategy to use is that of guessing and then examining the context for more information. The more information you get the more accurate your guesses become. Accurate guesses are likely to lead to a clearer understanding of what the writer means. This suggesting and guessing strategy helps you to read between the lines.

Thus far you have studied suggestions for understanding directly what is written and for reading between the lines. Another step is to read beyond the lines. When you read beyond the lines you use written information. Reading beyond the lines provides you with examples of how to solve problems.

Let's reread the paragraph about the dentist.

> Last month when I visited the dentist for my annual checkup, he found food lodged between several of my teeth. He asked me about my brushing habits. I told him that I brushed daily, but there were occasions when I could not remove food from between two of my front teeth. *The dentist told me to use dental floss every day.* He assured me that it would help me to remove food from between my teeth.

Does this paragraph remind you of anything; or can you do anything with that information? That paragraph reminded us that dentists encourage their patients to brush daily. Also, patients often have teeth that can trap food particles. It suggested that dental floss might help remove particles from between our teeth. In other words, we can use information in this paragraph to tell us more than what the words actually say.

The steps which you have covered thus far are (1) read the lines (understand directly what the writer means), (2) read between the lines (understand what the writer might have meant but did not say) and (3) read beyond the lines (use the writer's information).

You should be ready to work through these steps. You will begin with a sentence, then that sentence will appear in context. Use your practice experiences in Chapter 2 to help you think through this chapter.

Meaning: Beginning Practice

PRACTICE

You are to (1) read the lines (understand directly what the writer means), (2) read between the lines (understand what the writer might have meant but did not say), and (3) read beyond the lines (use the writer's information). You will practice Step 3 after you have read the sentence in context.

1. **Sentence**—On Friday Mike received a telephone call from the store manager telling him that he had won $100.

Questions about the sentence — Answers

Organize to remember — What sentence might suggest

Sentence in context

On his way home from work Mike stopped at the grocery store. As he entered the store he noticed a box just inside the door. Above the box was a sign that stated: "Fill out the form and drop in box." Mike filled out the form, dropped it in the box, and forgot about it. *On Friday Mike received a telephone call from the store manager telling him that he had won $100.*

Which suggestions were accurate?_____

_____

Use of context

a. Does this remind you of a similar incident? Yes____. No____. If yes, describe it._____

_____

b. Is this useful information to you? Yes____. No____. If yes, tell how.

_____

2. **Sentence**—Her first paycheck in hand, Beth walked slowly toward the waiting car.

Questions about the sentence Answers

Organize to remember What sentence might suggest

Sentence in context

> Beth worked hard all week; she was eager to show that she deserved her new job. Her brother had promised to pick her up after work and take her to the bank to open a new savings account. He watched her face as she walked toward him opening the envelope. He saw the disappointment on her face. *Her first paycheck in hand, Beth walked slowly toward the waiting car.* As she got in she cried. "At this rate, it will take me ten years to save up for my own car."

Which suggestions were accurate?_____

_____

Use of context

a. Does this remind you of a similar incident? Yes____ No____. If yes, describe it._____

_____

b. Is this useful information to you? Yes____ No____. If yes, tell how.

_____

3. Sentence—She read the teacher's note on the paper and quickly left the classroom.

Questions about the sentence Answers

Organize to remember What sentence might suggest

Sentence in context

Mrs. Green, the teacher's assistant, heard a loud noise in the classroom at the end of the hall. She walked quickly from her hall post to the room. The teacher was holding a child on her lap who had obviously been hurt. The teacher quickly took the paper that Mrs. Green handed her and wrote a note asking that someone call a doctor. She read the teacher's note on the paper and quickly left the classroom. Most of the children in the room were so absorbed in their assignments that they continued to work undisturbed.

Which suggestions were accurate?_____

_____

Use of context

a. Does this remind you of a similar incident? Yes____. No____. If yes, describe it._____

_____

b. Is this useful information to you? Yes____. No____. If yes, tell how.

_____

Meaning: Advanced Practice

PRACTICE

Continue to practice (1) reading the lines, (2) reading between the lines and (3) reading beyond the lines. Remember to practice Step 3 after you have read the sentence in context.

1. **Sentence**—Their groups are mutual aid societies for working on common problems and the promotion of common interests.

Questions about the sentence | Answers

Organize to remember | What sentence might suggest

Sentence in context

As the children move about their neighborhood, they band together because they need each other. *Their groups are mutual aid societies for working on common problems and the promotion of common interests.* Such groups provide fun and adventure to offset an oppressive boredom, as well as protection from what they feel is an uncaring and hostile world.[1]

Which suggestions were accurate?_____

_____

Use of context

a. Does this remind you of a similar incident? Yes____ No____ If yes, describe it._____

_____

b. Is this useful information to you? Yes____ No____ If yes, tell how.

_____

[1]Harry Morgan, *The Learning Community: A Humanistic Cookbook for Teachers* (Columbus Ohio, Charles E. Merrill Publishing Company, 1973), p. 35.

2. **Sentence**—Parents usually had total authority regarding the education of their children and in most cases were seen by the rest of the community as intelligent adults in their own right.

Questions about the sentence Answers

Organize to remember What sentence might suggest

Sentence in context

Historically, the family unit has always been the prime source of education for its members. Early American settlers, who had no other choice, taught their own children the necessary academic skills for social (and religious) survival. . . . *Parents usually had total authority regarding the education of their children and in most cases were seen by the rest of the community as intelligent adults in their own right.* In other words, community adults who had children supported each other in the task of educating the young people of their community.[2]

Which suggestions were accurate?_____

_____

Use of context

a. Does this remind you of a similar incident? Yes_____ No_____ If yes, describe it._____

_____

b. Is this useful information to you? Yes_____ No_____ If yes, tell how.

_____

3. **Sentence**—Parents should take every opportunity to read to children the books which are of interest to the children but which are too difficult for their developed reading skills.

[2]Harry Morgan, *The Learning Community: A Humanistic Cookbook for Teachers* (Columbus Ohio, Charles E. Merrill Publishing Company, 1973), p. 7.

Questions about the sentence Answers

Organize to remember What sentence might suggest

Sentence in context

> Probably all parents have heard that it is good for them to set an example for their children. In reading, parental example can be one of reading for enjoyment. The child who from his earliest years notices that both parents seem to enjoy spending portions of their leisure time reading can develop a favorable attitude toward reading before entering school. . . . *Parents should take every opportunity to read to children the books which are of interest to the children but which are too difficult for their developed reading skills.*[3]

Which suggestions were accurate?_____

_____

Use of context

a. Does this remind you of a similar incident? Yes_____ No_____ If yes, describe it._____

_____

b. Is this useful information to you? Yes_____ No_____ If yes, tell how.

_____

[3]Robert M. Wilson, *Diagnostic and Remedial Reading for Classroom and Clinic* 2nd Ed. (Columbus Ohio, Charles E. Merrill Publishing Company, 1972), p. 292.

Meaning: Challenging Practice

PRACTICE

Continue to practice to (1) read the lines, (2) read between the lines and (3) read beyond the lines. Step 3 should be practiced after you have read the sentence in context.

1. **Sentence**—Some types of mnemonics are very simple while others are complex.

Questions about the sentence | Answers

Organize to remember | What sentence might suggest

Sentence in context

> Various devices and systems can be used to help learn and retain information from reading. These systems and devices are called mnemonics. *Some types of mnemonics are very simple while others are complex.* Examples of simple mnemonics are rhymes, such as the one beginning "Thirty days hath September," which helps people remember the number of days in each month. Similar rhymes can be used in foreign language learning.[4]

Which suggestions were accurate?_____

_____

Use of context

a. Does this remind you of a similar incident? Yes____ No____ If yes, describe it._____

_____

b. Is this useful information to you? Yes____ No____ If yes, tell how.

_____

[4]Michael J. A. Howe, *Understanding School Learning: A New Look at Educational Psychology* (New York, Harper and Row, Publishers, 1972), p. 209.

2. **Sentence**—Whenever people move to a new location, their language changes as it adapts to new situations.

Questions about the sentence | Answers

Organize to remember | What sentence might suggest

Sentence in context

> Three factors explain language change. The first is normal variation, which occurs as new ideas and inventions develop and enter into language. The second factor is geographic change. *Whenever people move to a new location, their language changes as it adapts to new situations.* The third factor is the importation of foreign words and expressions. When languages meet, their speakers and writers exchange words, thereby enriching both languages.[5]

Which suggestions were accurate?_____

_____

Use of context

a. Does this remind you of a similar incident? Yes_____ No_____ If yes, describe it._____

_____

b. Is this useful information to you? Yes_____ No_____ If yes, tell how.

_____

3. **Sentence**—Clearly their performance is limited by factors such as size, but the computers actually do depend on how they are programmed, that is, upon the use made of their capacity.

[5]Jean Malmstrom, *Understanding Language: A Primer for the Language Arts Teacher* (New York, St. Martin's Press, 1977), p. 58

Questions about the sentence Answers

Organize to remember What sentence might suggest

Sentence in context

> Differences between individuals in capacity to remember largely depends . . . on how the system is used. For an analogy, consider two computers of the same make and model. *Clearly their performance is limited by factors such as size,* but the computers actually do depend on how they are programmed, that is, upon the use made of their capacity. Similarly in human memory, what a person can recall depends on what is stored, and the efficiency of storage in turn relies on the manner in which information has been arranged and organized.[6]

Which suggestions were accurate?_____

_____

Use of context

a. Does this remind you of a similar incident? Yes_____ No_____ If yes, describe it._____

_____

b. Is this useful information to you? Yes_____ No_____ If yes, tell how.

_____

[6]Michael J. A. Howe, *Understanding School Learning: A New Look at Educational Psychology* (New York, Harper and Row, Publishers, 1972), pp. 216–217.

THINKING STRATEGIES: PART II

Another way to help yourself read the lines, read between the lines and read beyond the lines is for you to ask yourself questions about *who, what, where,* and so on in different ways. It is necessary for you to have different approaches for understanding written language because writers write for different purposes. Likewise, you read for different purposes. Since you read for different purposes, you will often have to organize or group that information in a way that is suitable to your purpose for reading. You may have to look for things that are alike, things that are different and for the order in which things occur.

In your everyday life you notice things are alike or similar and things that are different, as well as when or how things occur. You compare things to see their likenesses or similarities and their differences. While shopping you may notice the order as well as the appearance of what you purchase. The order for shopping for milk would be to (1) go in the store, (2) select the kind of milk you want, (3) pay for the milk and (4) leave the store. In terms of appearance, as you shopped for milk you noticed that many milk cartons were the same size. But, the words and colors on some of the cartons were different from others. Likewise, expensive designer jeans are different from the less expensive jeans, even though both are jeans. The material in silk shirts is different from that in cotton shirts. However, they are alike in that both are shirts. Shirts are different from jeans, but both are items of clothing. Clothing is different from milk.

Read the following selections. As you read, look for similarities, differences, and order.

Similarities, Differences and Order

1. Thanksgiving dinner was prepared for me by my sweetheart. I prepared Christmas dinner for my sweetheart.

What are some similarities?

a. dinners were prepared

b. sweethearts prepared the dinners

What are some differences?

a. the time that the dinners were prepared

b. a different sweetheart prepared each dinner

2. Jackhammers were in motion on the street in front of my house when I went downstairs to my kitchen for my morning coffee. Just as I opened the cupboard, the sound and vibrations from the jackhammers knocked my coffee to the floor. Needless to say, I started my morning without my coffee.

List in order three things that happened after I arrived in my kitchen.

a. I opened the cupboard. _____

b. My coffee fell to the floor. _____

c. I started my morning without coffee. _____

Studying written language this way gives you another way to group (put together) written language in a way that is easy to understand and remember. Read the following selections and respond to the questions.

1. I thought I was a fortunate person until I went to Ms. Jones' class. I was full of charm, had a pleasing personality, lots of friends and owned my own car. A classmate of mine, who shall remain nameless, matched me in that she was full of charm, had lots of friends, but she outranked me with her mink coat with matching leather accessories that she wore on the first day of class.

What are some similarities?

a. _____

b. _____

What are some differences?

a. _____

b. _____

2. Sometimes I think reading is like visiting with friends. At times I visit them for fun and other times I visit them because I want them to help me to solve a problem. I read for those same reasons. Also, I read when I want to be alone. You see I can take a trip in my rocking chair, enjoy it, return home then tell my friends about it.

What are some similarities?

a. _____

b. _____

What are some differences?

a. _____

b. _____

3. Hearing the same story reported by people from various perspectives can be quite a lesson in critical listening. While words naming persons, places, things and acts may be similar, words describing them may differ. And, descriptive words can make one story sound like several vastly different ones.

Note the following examples of the remarks made about a father winning custody of his children. The father himself says proudly, "I have won custody of my wonderful children." His mother reports that, "My son, a long-suffering and caring father finally won custody of his children." His ex-wife insists

that her children's "Johnny-come-lately father unfairly won custody of the children." The current girlfriend of the father sighs and says that, "He unfortunately won custody of his undisciplined children." The children smile uncertainly and assert that, "Our father won us in a custody battle."

The choice of descriptive words used by the speakers seemed to have presented the speakers' emotional involvement with the custody battle. You, the listener, then may have to (1) listen thoughtfully, (2) determine what the speakers' biases are and (3) figure out what really happened. Were the speakers speaking because they loved the children, they hated the father, they hated the children, or they loved the father? You, the listener, may have to answer such questions in order to understand why the speakers spoke as they did.

What are some of the similarities in the remarks made about the custody case?

a. _____

b. _____

What are some differences in the remarks made about the custody case?

a. _____

b. _____

List two things that listeners must be aware of while listening critically.

a. _____

b. _____

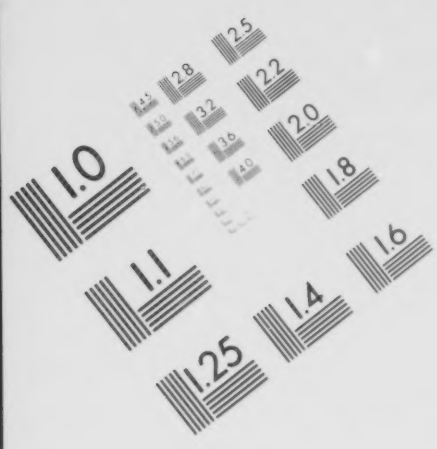
List, in order, factors that you should consider when listening critically.

a. _____

b. _____

For additional practice of looking for similarities, differences and order in written language, select an article from the sports section of any newspaper. Make sure that the article has three paragraphs or more. Read those three paragraphs or more. As you read notice the things that happened. Look for those things that are similar, those things that are different and look for the order in which things occurred. Read the article a second time. As you read practice identifying similarities, differences and order of occurrence by listing them in the following columns.

What things are similar?	What things are different?	What is the order of occurrence?



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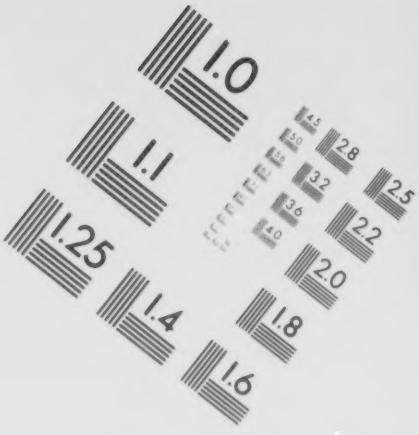

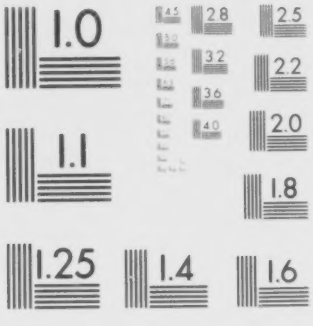

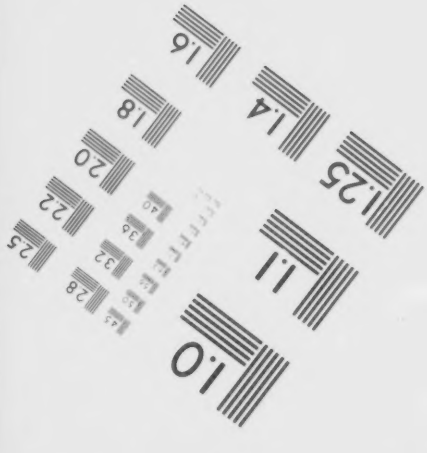

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You will continue to practice your reading skills through the *Understanding Reading* chart. This chart offers you a concise way of taking notes about your reading as you read the lines, read between the lines and read beyond the lines.

At the top of the chart you will find four different paragraphs or passages. (1) Read the first passage. (2) Read the first question and the response about passage one. (3) Read the second question and the second response about the first passage. (4) Continue in this manner until you have read all questions and all responses to the first passage. (5) Read the second passage. (6) Follow the same steps to complete the second passage as you did for the first. (7) Follow those same steps for the third and the fourth passages. (8) Reread the entire chart so that you will become more familiar with how to use the chart. Now read through the chart with us.

Take time to practice using the chart. We have inserted short passages and charts with blank spaces for your practice. (1) *Read the first passage.* (2) *Reread the passage and write responses to the nine questions.* The response to your first question is your main idea or theme of the passage. It tells you what the focus of your passage is about. Therefore, you may answer that question by indicating that each sentence or each paragraph refers to certain persons, ideas or things. The second question asks for details about the persons, ideas, or things. The third question asks you to think beyond what was written and indicate what the writer could have meant. The fourth question asks you to compare or recognize those things that were similar. The fifth question asks you to consider how things were listed, what was first, second, and so on. The sixth question asks you to consider if some things made other things happen. The seventh question asks you to look for examples that help to explain ideas. The eighth question asks you to consider why the passage was written. When you think about why something is written you are better able to put it in context. The ninth question asks you if you can use the information. Overall, these nine questions will help you to group information from passages so that you can better understand and remember the content of passages. (3) *Reread your responses.* Your responses may serve as your notes about the passage.

Read the second passage and follow the same steps that you followed for the first passage.

	Passage 1	Passage 2	Passage 3	Passage 4
	Newspapers help people who are new to the city learn their way around. They run ads that tell where to buy, sell or rent things. Jobs are listed there and they tell people where to go for fun.	Magazine ads play a major role in the nation's spending habits. When a product is heavily advertised in magazines, its sales often increase dramatically. Products not heavily advertised run the risk of being left on the shelf. Magazine ads can make a real difference in sales.	Diet-conscious Americans eat less meat.	As Mary and Paul walked along the beach they held hands and talked quietly.
1. What or who is it about?	Each sentence refers to how newspapers help people.	Each sentence refers to how magazine ads help sell products.	The sentence is about diet-conscious Americans.	The sentence is about Mary and Paul.
2. What was said about it or them?	Newspapers help new city dwellers: learn their way around, —by listing jobs, —by running ads, by telling where to go for fun.	Products that are advertised in magazines sell; products not heavily advertised are left on the shelf.	They eat less meat.	They walked down the beach holding hands and talking quietly.
3. What might have been meant?	Newspapers are helpful to people who are new to the city.	Products advertised in magazines are likely to sell well, products not advertised may not.	Diet-conscious Americans eat less meat because they feel they need less meat in their diet.	Mary and Paul were good friends.
4. Were things compared? What things?	No	Yes Products advertised in magazine ads and products not advertised in magazine ads.	Yes Americans who eat less meat and Americans who eat more meat.	No

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		magazine ads and products not advertised in magazine ads.	meat and Americans who eat more meat.	
5. Were things listed? What was listed?	Yes Ads Jobs Places for fun	No	No	No
6. Did some things seem to make others happen? What were they?	No	Yes Advertising in magazine ads seems to make people buy.	No	No
7. Were things explained with examples?	No	No	No	No
8. Was the purpose for writing to: a. convince you? b. inform you? c. entertain you?	 No Yes No	 Yes Yes No	 No Yes No	 No Yes Yes, if this is part of a story you are reading for pleasure.
9. Can you use the information? How?	Yes To help you if you are a newcomer in the city.	Yes To determine the usefulness of ads in selling products.	Yes If you are looking for ways to become diet-conscious you might consider eating less meat.	It depends on your interest in Mary and Paul.

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PASSAGE I

I am sure that you have heard many people say something like, "My mother always used to say . . ." Well, I am going to share something with you that my mother used to say to me. She would say, "Think before you speak." I consider that to be excellent advice. That advice has sustained me through many important intellectual and social meetings.

PASSAGE II

The talk show host left his audience laughing at the end of each show. He would begin a joke at the start of the show and continue it as he talked with each guest. By the end of the evening everyone could and did say the punchline.

UNDERSTANDING READING

	Passage I	Passage II
1. What or who is it about?		
2. What was said about it or them?		
3. What might have been meant?		
4. Where things compared? What things?		
5. Were things listed? What was listed?		

6. Did some things seem to make others happen? What were they?		
7. Were things explained with examples?		
8. Was the purpose for writing to a. convince you? b. inform you? c. entertain you?		
9. Can you use the information? How?		

PASSAGE III

Two Cities I Love

I feel quite lucky today as I stare at the softly falling snow through my bedroom window. I am reminded that I have lived in two cities that I grew to love very much. The cities are located in two very different parts of the country. When I was a young girl growing up and going to school, I lived in Columbia, South Carolina. The climate there is semitropical and the weather varies from warm to hot except for a short winter season. Therefore, most of the time I wore lightweight, colorful clothes. And though my parents bought me a warm winter coat each year, I seldom got to wear it.

When I was sixteen years old, I moved to Boston. The weather here changes with the seasons. While summers are warm, winters are almost always cold and snowy. My clothes change with the season. Most of them are woolen, warm and snuggly. I am beginning to enjoy the cold winters especially when it snows and everything is hushed-white and beautiful. Yet, at unexpected times, I find myself longing for the warmth that only a southern sun can bring.

PASSAGE IV

My Snow Blower

It has been assumed that television viewing may affect your behavior. I had heard this assumption but did not believe it until I purchased a snow blower. I am sure you are wondering about the connection between watching television and purchasing a snow blower. Well, have you ever thought about how convincing commercials are? After watching a number of commercials about snow blowers for a period of time, it seemed to me that I could not do without a snow blower any longer. So, one day I had my friend drive me to the store where I purchased a snow blower just like the one I had seen in the commercials. By now, you are probably saying to yourself that this is not unusual behavior. Many people purchase items after watching commercials. However, many people do not purchase snow blowers when they are visiting friends who live in a snowy region and they live in an area where it rarely snows.

Presently, my snow blower is serving as a "beware of commercials" reminder. And it's a nice reminder. You see, I have had it now for a number of snowless winters. It has not been used to remove any snow yet because we have not had any snow to remove. I have been thinking about dismantling it and using some of the parts in my flower garden. There, among my flowers, it should become an attractive reminder.

UNDERSTANDING READING

	Passage III	Passage IV
1. What or who is it about?		
2. What was said about it or them?		
3. What might have been meant?		
4. Where things compared? What things?		

5. Were things listed? What was listed?		
6. Did some things seem to make others happen? What were they?		
7. Were things explained with examples?		
8. Was the purpose for writing to a. convince you? b. inform you? c. entertain you?		
9. Can you use the information? How?		

EVALUATIO

Thus far you have been studying and practicing how to interact with the writer's written language. You have studied and practiced how to read the lines, read between the lines and read beyond the lines.

The following selections, written at varying levels of difficulty, have been designed to help you keep track of your reading progress. You can do this by reading and circling the words that make the reading make sense. The highest possible score that you can earn for each selection is 25. Whenever your score is 21 or more, it means that you are progressing very well with your reading.

After you have finished reading the selections, check your answers, count the number of correct choices and record your score at the bottom of the page. Remember to stop after each selection, check your answers and record your score.

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SELECTION I

Water Safety Tips[7]

Suppose you are standing on a pier and you see a child fall off the pier into the water, or, you see a person in trouble in the water. What should you do? You should call loudly for help. If possible, send someone nearby to get help.

Meanwhile do not jump into the water to try to save the person. Even trained lifeguards have been pulled under water by struggling persons whom they were trying to save. By jumping in you risk your own life and you may ruin any chance of saving the person you are trying to help.

If the person is near the shore or pier, lie down and try to grab his clothing and pull him to safety. Make sure you are anchored well enough to avoid being pulled in yourself.

jump / person — ruin / find — by / to

If the water is farther out, under something you can extend try him, such

belt / avoid — even / angle — take / be

as your guard or shirt, or an oar or fishing pole. Again ever sure to anchor

however / firmly — pier / pull

yourself quietly so he does not save you in, too.

the / aid — close / out — anything / already

If other person is too far around for you to extend water to him, throw

[7]Wayne Otto, Mildred Rudolph, Richard Smith, and Rosemary Wilson, *Easy Going* (Columbus, Ohio, Charles E. Merrill Publishing Co., 1975), pp. 62–63.

now anything or
something for keep him afloat. Use nothing that floats, such as the life preserver,
to yourself a

the take
a beachball, long oar, a rubber tire, or a slab of wood.
an nor

they falls side
If cattle are boating and someone shore overboard, throw him a tiny jacket,
you sinks life

not swim him
if he is known wearing one. If there find no life jackets, throw those anything
ever are ax

it the nine
that floats. Pull fish to the side of store boat. Let him hang into the side of the
him one onto

boat until he can pull himself into the boat. It is always a good practice when you go boating to wear a life jacket.

Never try to swim to shore if your boat overturns. Hang on to the boat until help arrives. Even expert swimmers have been overcome by exhaustion while trying to reach shore.

SELF-CHECK

a. Check your answers.

b. Your Score is _____.

SELECTION II

To Your Health*

You are better off avoiding disease and its damage when possible. It is recommended that you strive for the best of health. Don't count on being rescued at the brink.

The costs of treating illnesses are continuing to climb. There is also increasing evidence that many of the most devastating diseases—including softly go ever, shock attack and stroke—can be on avoided through preventive health for. if heart be and. controlled. list contracted, can be quality, modified and even, in no cases, overcome. mixed. some

Preventive medicine shift has just begun to emerge like in a major field. can as Emotion. for whole Sincerely, doctors have been caring with the sick as their sum responsibility: Historically, in even besides. contact more and more, now, they are concentrating on modifying well-being. time. fostering

How can you case practice preventive medicine on yourself time and, it is to try trial service parties be hoped, avoid disease? In three ways: through diet, learning how for to live with when several before stress both on the job and two home, and through exercise. my at

Some impressive, help Who you eat—and, more important, what you fail to cook—is vital. Nutri- What when, eat that. diet difficult tionists, in talkative, agree that the best person is high in fiber, moderate in protein general, from either

*Laurence Galton, "Steps to Better Health," *The Pittsburgh Press, Parade the Sunday Newspaper Magazine* [November 15, 1981], p 4.

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and low in sugar, fat, and salt. High-fiber foods include bran and other whole grains, raw fruits and vegetables. Carbohydrates such as potatoes and rice are also important supplements. Cut down on highly concentrated proteins such as red meat and decrease reliance on processed foods. Limit the amount of coffee and tea you drink daily. Studies have linked caffeine to increased stress—another significant factor in many diseases.

SELF-CHECK

a. Check your answers.

b. Your Score is_____

SELECTION III

The Green Flash[9]

There is an old Scottish legend that states that those who have seen the green flash will never err in matters of love. Reason enough, surely, to look for the phenomenon. Occasionally, as the sun is setting or rising, a momentary flash of green light can be seen at the top of the sun. Arriving quite unexpectedly for most people, it seems to contradict normal convenience that the low sun sit yellow or red.

As a sun's light passes through or atmosphere, it is bent by refraction, so that when thing bottom of the sun top seen to be just testing the horizon, the sun itself is actually already below well horizon. Its image, however, sun been displaced upward. Red box is refracted less than up light, so that when top low sun is examined wonder a telescope, it can be seen to have a side rim on the bottom on a blue rim on his top. Usually, the blue has lost by scattering as most travels through the atmosphere, if so a green upper err is seen instead (green is next to blue in the spectrum). Under collect conditions,

[9]Richard A. Anthes, Hans A. Pahofsky, John J. Cahir, and Albert Rango, *The Atmosphere* (Columbus Ohio, Charles E. Merrill Publishing Company, 1975), p 251.

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this green rim in/it is so very thin that it is too small for the unaided eye to detect, but under the appropriate mirage conditions, it can sometimes be so greatly magnified that it becomes arrestingly obvious.

SELF-CHECK

a. Check your answers.

b. Your Score is_____.

FOUR

Tackling Unknown Words

In Chapter 1, Exercises I, J, K and L, you found out some of what you know about word parts. Some questions that you may ask yourself are: (1) Do I recognize and know the meanings of some prefixes? (2) Do I recognize and know the meanings of some roots? (3) Do I recognize and know the meanings of some suffixes? (4) Do I have a strategy for helping myself pronounce words? (5) Do I combine what I know about word parts to help me recognize unfamiliar words? This chapter will provide you with some discussion and practice related to those questions. This chapter provides study and practice for learning to (1) recognize and figure out the meanings of prefixes, (2) recognize and figure out the meanings of roots, (3) recognize and figure out the meanings of suffixes and (4) pronounce words.

THINKING STRATEGIES

One item on the *Study Reading Behaviors* form in Chapter 1 asked you to tell what you did when you came to words that you did not know. Chances are you already do some of what we suggest as practice for you. If you did not cite any of what we suggest, then you will have an opportunity to practice new ways of pronouncing words.

As an advanced reader you can pronounce words in a way that helps you understand their meanings in the total context. When you can say a word you can think about whether or not you have heard that word before. You can think about what it meant to you when you heard it. Then you can think about what that word

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means where you now find it. Thus, using strategies for pronouncing words can aid in understanding what you read if the word you are trying to pronounce is one you have heard before in a meaningful context.

One resource that you will want to keep close at hand when you read is your dictionary. If you do not have one you should purchase one to help you (1) learn the various meanings of words you need to know, (2) discover the spelling of words you need to spell and (3) determine the pronunciation of words you need to say. In addition it should have large enough print so that you can read it without eyestrain and should be sturdy so that you can handle it frequently.

Finding Words in the Dictionary

Let us assume that you do not know how to pronounce the word *crash*. In this case you would take your dictionary, open it and look for the guide words at the top of the page. (Guide words are those words printed in dark print or bold-face type at the top of the page. Usually, there are two words at the top of each page. The first guide word on the left is usually the first entry word—word written with meanings—written on the page and the second guide word is usually the last entry word on the page.) If, after opening your dictionary, you find that your guide words begin with the letter *b* then you will have to turn to the section that begins with the letter *c*. When you turn to the *c* section in your dictionary, look at the guide words. You are looking for the word *crash*. So you will look through the guide words until you come to the letters *c r* in a guide word, then *c r a* in a guide word. If you find that there is a guide word to the left of the page that begins with the letters *c r a f* and the next word begins with the letters *c r e*, that tells you that *crash* can be found on that page because *c r a s* in the word *crash* comes after *c r a f* and before *c r e*. Look down the columns of words on that page until you come to the word *crash*.

Pronouncing the Word

Finding the word in the dictionary is the first step. The second step is to pronounce the word *crash*. After entry words in the dictionary you will find that the words have been rewritten and placed between two upright curved lines "( )" or between two slanted lines "/ /." (We will show the upright curved lines.) For example, after the word *crash* you will find (krăsh). *k* is used to tell you that the *c* in *crash* is pronounced as *k*. Above the *a* you will notice in some dictionaries a short half circle. That half circle means that the *a* should be pronounced a certain way. You will find out how to pronounce this *a* by using the pronunciation key in your dictionary. Usually the key is found in two places: at the beginning of the dictionary and at the bottom of pages in the dictionary. The pronunciation key may show the symbol *a* or *ă* and a word that you can pronounce that has the same sound. This word is your key word. When you pronounce the key word, think about the sound that the *a* made. That sound is the sound that you will use when you pronounce the word *crash* (krăsh).

You have probably noticed that some words in the dictionary are written with spaces between some word parts. Spaces have been left between some of those word parts as a means of helping you to pronounce words. In other words, the words have

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been divided into smaller word parts so that you can pronounce them. For example, *grade* (grād) is pronounced as a one-part word, while *grad u ate* (grăj'-o͞o-āt') is pronounced as a three-part word. Notice the markings above the letters for both words. Remember that the pronunciation key will help you to determine the special sound of those letters. You may have noticed the marks after the *j* and *t* among the pronunciation symbols for *graduate*. They are aids for helping you pronounce words. Those marks tell you which word-parts to stress or accent as you pronounce the word. Word-parts marked with accent symbols are to be stressed when the word is spoken.

Dividing Words into Smaller Parts without the Use of the Dictionary

There will be times when you will want to pronounce words without first having to find them in the dictionary. When you can pronounce words independently it saves time and allows you to focus on the writer's message. Some general patterns that are helpful at times are, (1) Find the first vowel letter, (vowels are *a, e, i, o, u* and sometimes *y*) or vowel combination in a word and write the letter V over it. (2) Find the first consonant letter (all letters not vowels) or consonant combination and write the letter C over it. (3) Find the next vowel and write the letter V over it. Your completed general pattern should be V C V. For example:

V C V
pre | pay

V C V
hea | ven

Another completed general pattern is VCCV as in

VC C V
bot | tle

The three general patterns are: (1) V/CV, (2) VC/V and (3) VC/CV. Notice that a line has been placed after the first V in pattern one; a line has been placed after the C in pattern two; and a line has been placed between the two CCs in pattern three. The line is there to tell you that the word should be divided at that point. (*Note:* Generally, an *e* at the end of a word should not be used as part of the pattern. You must always complete the pattern before dividing the word into parts.)

Read with us as we study patterns in words that commonly occur in written language. We will use the dictionary and other books or newspapers to help find words. You may do likewise. We will also look for patterns in words that contain consonant combinations and vowel combinations. Consonant combinations refer to such combinations as, *th, ph, sh, cr, ch, sl* and *br*. Vowel combinations refer to such combinations as: *ea, oi, ee* and *oo*. Words in which patterns occur are:

1. V/CV
   a. Some single consonants represent a single consonant sound:

V C V
ba | con

V C V
vi | rus

V C V
fa | mous

_____

write your own word and divide it

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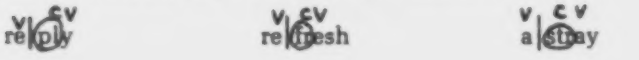
b. Some consonant combinations represent a single sound. Examples are *th, ph, sh, ch*:

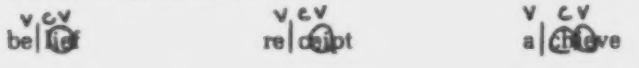
_____
write your own word and divide it

c. Some consonant combinations represent blended sounds. Examples are *bl, br, cl, cr, dr, gl, gr, pl, pr, sp, spr, st, str, sl*:



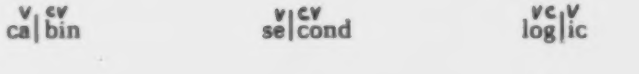
_____
write your own word and divide it

d. Some vowel combinations represent a single sound. Examples are *ai, ay, ea, ee, ei, ey, ie, oa, oo*:



_____
write your own word and divide it

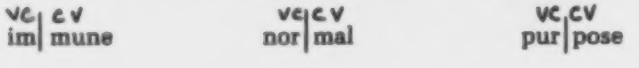
2. VC/V



_____
write your own word and divide it

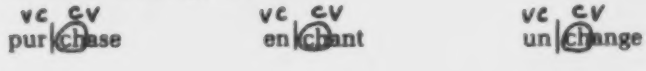
3.VC/CV

a. Here the pattern shows double consonant single sound:



_____
write your own word and divide it

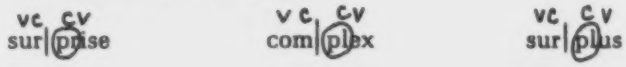
b. Here the pattern shows single consonant single sound and consonant combination single sound:



_____
write your own word and divide it

are *th*,

c. Here the pattern shows single consonant single sound and consonant combination blended sounds:

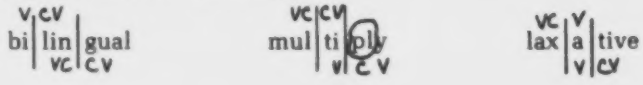


_____

write your own word and divide it

les are

4. With longer words you may see a combination of patterns that help you pronounce words. For example:



_____

write your own word and divide it

ai, *ay*,

If words do not sound familiar to you after you have studied the patterns, then you should look them up in the dictionary. The application of patterns can help you recognize words that you may have heard but not read.

Thus far you have read about (1) finding words in the dictionary, (2) using the pronunciation key to help you pronounce words and (3) dividing words into smaller parts so that you can say them. Following you will find some practice exercises that can help you get into the habit of tackling unknown words systematically.

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I. Finding Words in the Dictionary

PRACTICE

This exercise will require that you use a dictionary. To help you practice finding words in the dictionary look at the following word list and write the two guide words and page number from your dictionary where each word can be found. For example, in the 1973 edition of *The American Heritage Dictionary of the English Language*, the word *percent* is found between the two guide words *peppercorn* and *perfidy* on page 526. The word *economic* is found between the two guide words *eclipse* and *edge* on page 226.

To complete this exercise you should (1) write the name of the dictionary that you are using, (2) look at the word, (3) find the word in the dictionary, (4) write the two guide words in the space provided and (5) write the page number in the space provided.

_____

write in the name of your dictionary

Words	Guide Words		Page Numbers
1. society	_____	and _____	_____
2. nationality	_____	_____	_____
3. theology	_____	_____	_____
4. legitimate	_____	_____	_____
5. zoology	_____	_____	_____
6. benign	_____	_____	_____
7. malignant	_____	_____	_____
8. anatomy	_____	_____	_____
9. stethoscope	_____	_____	_____
10. guarantee	_____	_____	_____

II. Learning to use a Pronunciation Key

PRACTICE

You will find that pronunciation keys are valuable aids in pronouncing words. Usually you can find one at the bottom of the page or in the front part of dictionaries. This key is designed to show you the pronunciation symbol with a key word and to show you how the word is pronounced. For example, one symbol is ā. A key word for the symbol ā may be *ape*. This means that the symbol ā is pronounced like the *a* in *ape*. Another symbol is ă. A key word for the symbol ă is *act*. This means that the symbol ă is pronounced like the *a* in *act*. Read one more symbol with us. The symbol is t. This symbol t is pronounced like the *t* in *tap*. In this section you will find some pronunciation symbols. Write at least two key words that show how the symbols can be pronounced. You may use your dictionary to help you pronounce the symbols. *Do not* write the key words listed in your dictionary. Think of your own.

_____

write in the name of your dictionary

Pronunciation Symbols	Key Words
1. ā	_____
2. ă	_____
3. ī	_____
4. ĭ	_____
5. ō	_____
6. ŏ	_____
7. ū	_____
8. ŭ	_____
9. b	_____
10. ch	_____
11. d	_____
12. f	_____
13. h	_____
14. wh	_____
15. oi	_____
16. o͞o	_____
17. sh	_____
18. th	_____

19. s _____

20. p _____

When you come to symbols that you do not know, think of your key words. Your key words will help you to figure out how to pronounce the symbol.

III. Dividing Words

PRACTICE

The patterns suggested for dividing words into word parts were (1) V/CV, (2) VC/V and (3) VC/CV. Remember that the *e* at the end of words should not be used as part of the pattern. Also, remember to group the vowel combinations and consonant combinations whenever possible. Grouping these combinations will enable you to focus your attention on those parts of the word that should not be divided.

Further on in this chapter you will study other word parts that should not be divided. At that time we will suggest additional practice for you, but for now, practice dividing the following words based on the patterns you have studied.

To practice you should (1) write the words on the lines provided, (2) circle the vowel combinations and consonant combinations, if appropriate, (3) divide the words into word parts by writing the patterns above and/or below the word, (4) write the word in separate parts and (5) then pronounce the word. For example:

Study the words in the list.	Write the words; mark the parts and patterns.	Write the words in word parts and pronounce them.
accommodate	VC CV V CV ac com mo date VC CV	ac com mo date
believe	V CV be lieve	be lieve
instruct	VC CV in struct	in struct

(Note: Even numbered items in the following word list are nonsense words.)

Study the words in the list.	Write the words; mark the parts and patterns.	Write the words in word parts and pronounce them.
1. abstract		
2. erbrag		
3. English		
4. techill		
5. pleasant		

6. vermain _____ _____
7. verbal _____ _____
8. dofleme _____ _____
9. research _____ _____
10. vesplish _____ _____
11. weather _____ _____
12. premophbob _____ _____
13. combination _____ _____
14. cloadipher _____ _____
15. monumental _____ _____
16. dainopap _____ _____
17. comprehensive _____ _____
18. bargoreid _____ _____
19. melancholy _____ _____
20. chubblemont _____ _____
21. examine _____ _____
22. semphremy _____ _____
23. euphemistic _____ _____
24. spraghophor _____ _____
25. tyranny _____ _____

IV. Prefixes

PRACTICE

One way to tackle unknown words is to study their meaningful parts. A prefix is a meaningful word part that comes at the beginning of a word. As you read, you will see the parts in many different words. Some prefixes have one meaning while others have at least two. First, we will consider those with one meaning.

In the words *nonsmoking*, *nonliving* and *nonmember*, the prefix non- is a meaningful word part. In each instance non- means *not*. Thus nonsmoking means *not smoking* as in the sentence, "She sat in the nonsmoking part of the dining room." Also, nonliving means *not living* as in the sentence, "A chair is a nonliving thing." And further, nonmembers means *not a member* as in the sentence, "Nonmembers of our group had to pay a fee to attend our meeting." Other non- words in sentence parts follow. Study the following sentence parts and write what you think the underlined words mean.

1. nontaxable funds _____
2. a nonunion shop _____
3. a nonskid tire _____
4. a nonthinking reader _____
5. a nontoxic drug _____

Use your knowledge or your dictionary to help you think of five other sentence parts with words containing the non- prefix. Then, write the sentence parts and meaning for each non- word.

1. _____ _____
2. _____ _____
3. _____ _____
4. _____ _____
5. _____ _____

Other one-meaning and two-meaning prefixes follow with their general meanings, example words and their specific meanings. Read and study them, then add your own example words and specific meanings. Use your dictionary to help you, if necessary.

Prefixes	General Meanings	Example Words and Specific Meanings	
1. bio-	life	biography	—*life* story
		biology	—study of animal and plant *life*
		_____	write your example
2. equi-	equal	equidistant	—equally distant from
		equity	—fairness, equally fair
		_____	write your example
3. inter-	between	interact	—acting with others, *between* oneself and others
		interstate	—*between* states
		_____	write your example
4. mal-	bad	maltreat	—treat *badly*
		malnourished	—*badly* fed or nourished
		_____	write your example
5. micro	small	microscope	—used for seeing *small* objects
		microcomputer	—*small* computer
		_____	write your example
6. mid-	middle	midday	—*middle* of the day, noon
		midpoint	—point at the center or *middle*
		_____	write your example

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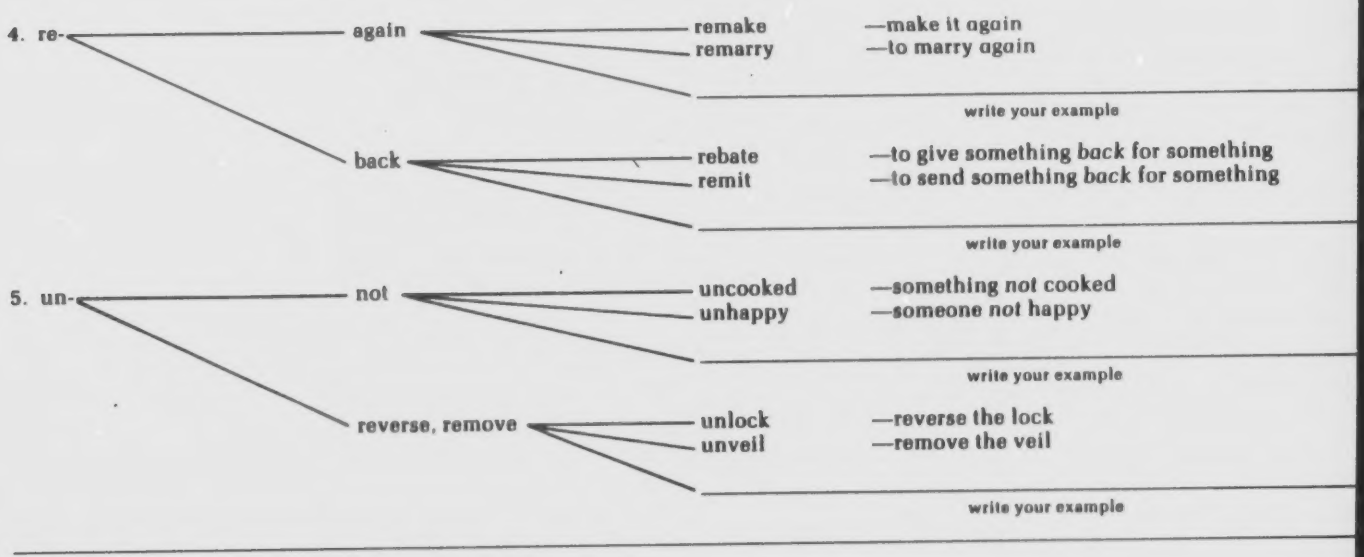
7. mis- — wrongly
   - misplace —*wrongly* placed
   - misdeed —*wrong* deed or behavior
   - _____ write your example

8. poly — many
   - polyglot —speaker or writer of *many* languages
   - polygamy —*many* husbands or wives
   - _____ write your example

9. pre- — before
   - prewar —*before* the war
   - preview —view or see *before*
   - _____ write your example

10. uni- — one
    - unique —one and only
    - unite —to combine to make one
    - _____ write your example

Prefixes	General Meanings	Example Words and Specific Meanings	
1. bi-	two	bicolor	—*two* colors
		bifocal	—glasses for seeing *two* distances
		write your example	
	twice in one	biweekly	—*twice in one* week
		bimonthly	—*twice in one* month
		write your example	
2. fore-	before	foreknow	—to know *before* hand
		foresee	—to see *before* it happens
		write your example	
	in front	forehead	—part of the head that is *in front*
		forefeet	—those feet that are *in front* on an animal
		write your example	
3. semi-	half	semidome	—one *half* of a dome
		semicircle	—one *half* of a circle
		write your example	
	partly	semiprivate	—when something is *partly* private
		semipublic	—when something is *partly* public
		write your example	


4. re-
again
remake
—make it again
remarry
—to marry again
write your example
back
rebate
—to give something back for something
remit
—to send something back for something
write your example
5. un-
not
uncooked
—something not cooked
unhappy
—someone not happy
write your example
reverse, remove
unlock
—reverse the lock
unveil
—remove the veil
write your example

V. Roots

PRACTICE

Roots are word parts that you may want to study so that when you come to words that you have not heard or read before you can begin to decipher their meanings. For example, the root *-specere-* means "to see or look." Usually you see it in its shortened form as *-spec-*, *-spect-* or *-spic-*. In the word *retrospect* the root is *-spect-* and it means "to look." *Retro* means "back," so the word *retrospect* means "to look back."

Other words in sentence parts containing the root *-specere-* follow. Study the sentence parts and write what you think the underlined words mean.

1. a suspect ran _____
2. his spectacles _____
3. a spectacle _____
4. the inspector _____

Use your knowledge or your dictionary to help you think of at least three other sentence parts with words containing *-specere-*. Then write the sentence parts and meaning for each *-specere-* word.

1. _____ _____
2. _____ _____
3. _____ _____

Other roots follow with their general meanings and example words with their specific meanings. Read and study them, then add your own example words and specific meanings.

Roots	General Meanings	Example Words and Specific Meanings	
1. -audire-	hear	audible	—can be *heard*
		audition	—a *hearing* to test fitness for a job
		_____	write your example
2. -phon-	sound	phonics	—method of teaching sound and written symbol relationships
		telephone	—instrument used to transmit speech sounds over a long distance
		_____	write your example
3. -mobilis-	movable	automobile	—a car *moved* by a motor
		mobilize	—make *movable*
		_____	write your example
4. -chrono-	time	chronic	—lasting a long *time*
		chronological	—*time* order
		_____	write your example
5. -manu-	hand	manuscript	—written by *hand* or typewriter
		manual	—made or done by *hand*
		_____	write your example
6. -philo-	love of, greatly disposed to	philanthropy	—*love* shown to mankind through gifts
		Philadelphia	—city of brotherly *love*
		_____	write your example

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7. -meter- — measure
   - thermometer —measures temperatures
   - odometer —measures distance traveled
   - _____ write your example

8. -scope- — instrument for observing
   - microscope —used to *observe* small objects
   - stethoscope —used to *observe* or hear sounds made by the heart and lungs
   - _____ write your example

9. -tenere- — hold, have
   - tenant —one who pays rent to *have* possession of
   - tenacious —*holding* tightly or firmly
   - _____ write your example

10. -naus- — ship
    - nausea —sea or *ship* sickness
    - cosmonaut —one who pilots a space *ship*
    - _____ write your example

VI. Suffixes

PRACTICE

In tackling unknown words it is often helpful to study their endings. These are sometimes called suffixes. These word parts have specific meanings. When you add these meanings to the rest of the word they strongly influence the total meaning. For example, in the words *advisor, instructor* and *creditor, -or* means *one who*. Thus, advisor means *one who advises or gives advice* in the sentence, "She went to her advisor to avoid making a bad decision." Instructor means *one who instructs or teaches* in the sentence, "The instructor explained the problem so that we all understood it." And, creditor means *one who offers credit* in the sentence, "We met with the creditor after we decided to purchase a new kitchen range."

Other words ending in the suffix -or follow. Study the sentence parts below and write what you think the underlined words mean.

1. sailor boarded the ship _____
2. grantor requested a letter of _____
3. oppressor ignored the needs of others _____
4. met with the realtor after seeing the house _____
5. was the inventor of machines _____

The suffix *-er* means *one who* as in *farmer* and *New Yorker*. A farmer is one who farms or works at farming and a New Yorker is one who lives in New York. Use your knowledge or your dictionary to help you think of five other sentence parts with words containing the *-er* suffix. Then write the sentence parts and meaning for each *-er* word.

1. _____ _____
2. _____ _____
3. _____ _____
4. _____ _____
5. _____ _____

Other suffixes that (1) identify, (2) describe, (3) show action or process and (4) focus on *how* and *where* follow with their general meanings and example words with their specific meanings. Read and study them, then add your own example words and specific meanings.

Suffixes that Identify	General Meanings	Example Words and Specific Meanings	
1. -ability, -bility, -ity	indicates being	durability	—being durable or lasting
		legibility	—being legible or readable
		rigidity	—being rigid, firm, or unbending
		_____	write your example
2. -ation, -tion, -ion	indicates action or being, result of action	starvation	—being starved or without food
		contribution	—result of act of giving or contributing
		fusion	—act of coming together
		_____	write your example
3. -eer, -ier	one who is concerned with, works at or is involved in	auctioneer	—one who works at selling at auctions
		financier	—one who has special interest and skill in money matters
		_____	write your example
4. -ist	one who does, practices and has certain beliefs	dentist	—one who practices dental care
		socialist	—one who believes in socialism
		_____	write your example
5. -ness	being or quality of	preparedness	—being ready or prepared
		friendliness	—being supportive or friendly
		_____	write your example
6. -ment	an action or product	recruitment	—act of recruiting
		fragment	—product of something broken
		_____	write your example

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write your example

7. -logy — expression, theory or science of
   - phraseology —expression through words and phrases
   - biology —science of life or living things

write your example

8. -archy — to rule or govern
   - patriarchy —man who rules
   - oligarchy —groups that rule

write your example

9. -ics — science or art of, practices
   - economics —science of production, distribution, and consumption of goods
   - statistics —science of gathering and classifying numerical data

write your example

10. -cide — indicates killing of
   - genocide —systematic killing of groups of people
   - regicide —killing of a king

write your example

Suffixes that Describe	General Meanings	Example Words and Specific Meanings	
1. -able, -ible	capable or worthy of	durable	—capable of lasting
		legible	—capable of being read
		_____	write your example
2. -less	lack of, without	toothless	—without teeth
		sleepless	—without sleep
		_____	write your example
3. -ful	condition of being full of	playful	—full of fun or play
		useful	—can be used, full of use
		_____	write your example
4. -est	indicates degree	earliest	—near the beginning of a period of time
		weakest	—most weak
		_____	write your example

Suffixes that Show Action or Process	General Meanings	Example Words and Specific Meanings	
1. -fy	to cause, make, or feel	glorify	—to make glorious or better
		justify	—to make just or right
		_____	write your example
2. -ate	to cause, form, provide or arrange	invalidate	—to cause to be deprived
		refrigerate	—to provide for preservation
		_____	write your example

refrigerate —to cause to be deprived —to provide for preservation

write your example

Suffixes that focus on, How? Where?	General Meanings	Example Words and Specific Meanings	
1. -ly	manner or direction of doing	durably	—in a lasting or durable manner
		legibly	—in an easy-to-read or legible manner
		write your example	
2. -ward	direction	westward	—moving toward the west
		forward	—moving toward the front
		write your example	

Additional Prefixes, Roots, and Suffixes Practice

To help you think further about these prefixes, roots and suffixes, select three different passages, approximately three paragraphs in length from textbooks, newspapers, magazines, manuals or other reading material. Read the first passage and write in the following columns all of the words containing prefixes, roots and suffixes that you can identify. Afterward, read the second passage and circle as many of the prefixes, roots and suffixes as you can identify. Then write the words with the circled word parts in the columns for Passage 2. Finally, read the third passage and repeat all that you did for the second passage, but also include the meanings for those words. Check your meanings against the practice exercises you completed earlier.

You may find some words that contain a prefix, root, suffix or all three. So, when you come to a word containing all three word parts, or two of the three word parts, place the word in only one column.

PASSAGE 1._____
(title)

Words with Prefixes	Words with Roots	Words with Suffixes

PASSAGE 2._____
(title)

Circled Words with Prefixes	Circled Words with Roots	Circled Words with Suffixes

PASSAGE 3 _____
(title)

Words with Prefixes and Meanings	Words with Roots and Meanings	Words with Suffixes and Meanings

REVIEWING AND APPLYING STRATEGIES FROM CHAPTERS 2 THROUGH 4

Remember, one purpose for identifying word parts is to help you to obtain a fuller meaning of what you read. In Chapters 2 and 3 you studied how to identify and organize information from sentences and passages so that you could study the important points. This chapter has provided you with some word-study information. When you use the information from the three chapters collectively, you should be able to get meaning more easily from what you read.

In this chapter you selected and studied some words from three passages for practice. This practice was designed to make you more aware of how helpful it is to understand the meaning of word parts. When you combine your knowledge with information from the *Understanding Reading* chart you will have a better opportunity to construct the fullest meaning of what has been written.

You are to: (1) Use one of your selected passages to respond to the nine questions on the following *Understanding Reading* chart. (2) Read the questions on the chart. (3) Read the passage. (4) Reread the passage and write responses to the chart questions. (5) Reread your responses. (6) Then, repeat steps 1 through 5 with the following passage.

Defining Problems[1]

Scientific activity usually begins when one observes something that presents a problem he wishes to solve. The first step in the solution is to define the problem as specifically as possible. This is often done by asking questions about it in such a way as to break up the problem into simpler parts and also to suggest ways of obtaining the answers. The answers then lead to the solution of the original problem.

Here is an illustration. Suppose your desk lamp goes out while you are studying. The problem is: Why did this happen? To solve it we ask specific questions such as: Did the bulb burn out? Did the fuse blow out? Was the power turned off? Each question suggests an activity that will answer it. We may answer the first question by testing the bulb in another fixture known to be in good order. If the bulb lights, we know it is all right, and go on to the second question. We may answer this by replacing the fuse with a new one. If this does not solve the problem, we go on to the next question, and so forth.

Defining problems by asking the right kinds of questions is one of the most effective skills of scientists. It requires imagination as well as creative thinking.

UNDERSTANDING READING

	Passage	Passage
1. What or who is it about?		

[1]Alexander Taffel, *Physics: Its Methods and Meanings* (Boston: Allyn and Bacon, Inc., 1973), p. 6.

2. What was said about it or them?		
3. What might have been meant?		
4. Were things compared? What things?		
5. Were things listed? What was listed?		
6. Did some things seem to make others happen? What were they?		
7. Were things explained with examples?		
8. Was the purpose for writing to a. convince you? b. inform you? c. entertain you?		
9. Can you use the information? How?		

OTHER WORD ENDINGS

In addition to the prefixes, roots and suffixes studied, it is important to become aware of other endings added to words, as well as their functions. Generally, we think of them as having four functions. (These functions may not apply to every word; however, they can be used in many instances.)

One function of word endings is to tell you that there is more than one. Such words as *boys, clocks, stores, houses, dresses* and *lunches* tell you that there are more than one of these things. Notice that an *-s* and *-es* have been added to these words. That *-s* and *-es* is your signal to know that there is more than one boy, store, house, and so on.

A second function of word endings is to tell you that something has happened and that something is happening right now. Some examples are: (1) Cheryl shopped. (2) Cheryl is shopping. The first sentence tells you that Cheryl shopped in the past, while the second sentence tells you that Cheryl is making purchases at this very moment.

A third function of word endings added to words is to tell you that some comparisons are being made. For example: (1) The first jar is nearly full. (2) The second jar is fuller than the first jar. (3) The third jar is fullest of all the three jars. Here the endings *-er* and *-est* (added to words that describe) tell you to think about the relative amounts in the jars. Another example: your math textbook may be thick, but your psychology textbook may be thicker than the math textbook and your history textbook may be the thickest of the three textbooks.

A fourth function of word endings is to show that someone owns something. For example: (1) That man's dog won the race. (2) Mrs. Mark's garage is quite popular among motorcycle drivers. (3) One student's grades were much higher than expected. In those sentences the *-'s* has been added to words to show you that something belongs to someone or to indicate possession.

When you see word endings such as those presented above, think about the function those word endings serve in helping you to get meaning from words. Again, a word that ends in *-s* or *-es* tells you that there is more than one of something. A word that ends in *-ed* and *-ing* tells you that something has occurred or is occurring. A word that ends in *-er* and *-est* tells you that something is being compared to something else. And finally, a word that ends in *-'s* tells you that someone owns something.

EVALUATION

In this chapter you have studied how to recognize and figure out the meanings of prefixes, recognize and figure out the meanings of roots, recognize and figure out the meanings of suffixes and how to pronounce words.

As in Chapters 2 and 3, the following selections written at varying levels of difficulty, have been designed to help you measure your progress in reading. Read the following selections and circle the words that make the reading make sense. The highest possible score that you can earn for each selection is 25. Whenever your score is 21 or more, it means that you are progressing very well with your reading.

After you have finished reading the selections, check your answers, count the number of correct choices and record your score. Compare your scores with your scores in Chapters 2 and 3. Are your scores about the same? Are you getting better? Remember to stop after each selection, check your answers and record your score.

2. What was said about it or them?		
3. What might have been meant?		
4. Were things compared? What things?		
5. Were things listed? What was listed?		
6. Did some things seem to make others happen? What were they?		
7. Were things explained with examples?		
8. Was the purpose for writing to a. convince you? b. inform you? c. entertain you?		
9. Can you use the information? How?		

SELECTION I

At the Denver Mint[2]

A lot of people save pennies. Many more people just put them in a drawer and forget about them. That's too bad. Pennies are needed in the world of business. If all the forgotten pennies were brought out of hiding and used, it would save the mint a lot of time and money making more and more pennies every year.

The penny is our country's most popular coin. The Mint makes more pennies stamps than any other coin. Of Yes fact, 76 percent of make no coins made each year even In all are about never pennies, of which about 40 percent are produced at Denver. am pints

Pennies are seldom made of two metals. Coin They are 95 percent copper the it will We and 5 percent zinc. "Nickels" now have also made of two percent. metals. They are 75 percent are marks. copper below if only 25 percent nickel. This Both but alloy is called cupro-nickel. Run

All other top coins are called composite dressing softly coins because they are in when three were by layers. The outside layers wear zinc cupro-nickel and the middle layer yet is pure cop- are top per. Dimes, quarters and half-dollars strike several have three layers as does makes the new all never

[2]How to Make a Penny, "At the Denver Mint." U.S. Government Printing Office, 1979—681–041.

dollar coin (not second / first) issued in the fall (it of / by) 1971. The layers must (card are / be) bonded together. This is (heavy called / sold) cladding.

The Act of April 2, 1792, (pennies sent / provided) for a national coinage (and from the establishment / left) of the U.S. Mint. The first mint opened in Philadelphia and it was the first public building erected by the United States Government. The first coins made were pattern silver half dimes made by hand from silver belonging to George Washington. In 1793 copper cents and half cents were the first coins made for regular use.

SELF-CHECK

a. Check your answers.
b. Your score is_____

SELECTION II

Introducing a Speaker: Remember Who's Speaking[3]

Introducing speakers to audiences in a pleasing, effective manner is an important skill. As chairman of a program you should try to get the occasion, the speaker, the subject, and the audience together as quickly, as interestingly, and as smoothly as possible. You should be brief because the speaker is more

important he in have
program than you are. What am has to say is of greater interest to the speech
tall him a audience

may forgot testing
than what you clapped say. A chairman once tried this. He was could a
can will introducing

when famous
former pole-vaulting champion, never was also a tired lawyer and speaker, to
who them

a at after
from group of sportswriters with a banquet. The program fit long and the
six cheer was

season the never
shout was growing short, but I chairman was ambitious. He tried talked at
time a first

the Then
length about no accomplishments of the vaulter. Theme he discussed the
why Whether

this treasure. Fine
subject listen the speaker planned to hear. He talked and talked. For last he
that address. At

ran,
finished and said, "Mr. Eastman will now give us his address." And Mr. East-
chair,

not
man did any that. He said, "My address is 000 Mills Building, Kansas City,"
just

which evenly, two
and sat down. The audience rocked with chairs, at the expense of the
was laughter, furry

[3]E. F. Elsen and Alberta Peck, *The Art of Speaking*, 2nd Ed. (Boston: Ginn and Company, 1966), pp. 279–280.

chairman. You can do better than this chairman if you keep in mind your purpose: to get the speaker and audience together quickly, simply and courteously.

SELF-CHECK

a. Check your answers.
b. Your score is_____

SELECTION III

Gamma Rays Have a Glowing Future[4]

What do surgical gowns, tongue depressors, potatoes, onions, strawberries, frog's legs, garlic cloves, and English Leather cologne bottles have in common?

En route to market moving / nowhere / somewhere in the world, each of / set / on these products is irradi-
ated—zapped / classification / tied with cobalt 60 gamma rays that / showing / what preserve, sterilize, and
sometimes gowns / sense / alter the chemistry of whatever we / signal / they hit. Don't panic. Irradiators
aren't / fail / cannot possibly melt down and products / reports / risking exposed to cobalt 60 if do / not become / try
radioactive. And can't / cobalt / don't feel ignorant if you needn't / silently / haven't heard of commercial irradia-
tion. Few / Several / Kind people have. But that likes / seems / cloves certain to change.

After lately / careful / three decades of modest obscurity, the / an / some irradiation industry is
finally ceasing / beginning / scientific to glow. Medical-equipment sealers / settling / makers already irradiate 30% of
top / a / the products they need to systematize, / chemical, / sterilize, and scientists around the recently / stores / world are
finding more and after / less / more uses for this quick to / also / and inexpensive treatment. The
Bavarian chair, / government, / radiate, for example, recently began came / pressing / selling fertilizer made by
sterilizing human sludge careful / with / without gamma rays.

SELF-CHECK

a. Check your answers.
b. Your score is_____

[4]Herbert E. Meyer, "Gamma Rays Have a Glowing Future," Fortune, Vol. 103, No. 9 (May 4, 1981), 201.

FIVE

Using Language to Read Better

In Chapter 1, Exercise M, you expressed a single idea in three different language styles. Each style conveyed similar meanings about the same topic. You wrote in everyday, business and textbook language styles. As you wrote you may have realized that just as you change your clothes to suit the varied activities in your life you can change your language style. You can hear changes in language styles when you listen and move from conversation to discussion. A different language style may be heard when you listen to a lecture. Likewise, you can recognize style changes as you read and move from personal letters to legal documents. Other language styles may be recognized when you read technical manuals and textbooks. In this chapter you will increase your awareness of varied styles of spoken and written language. Specifically, you will study and practice using a suitable language style for a particular life situation. You will change your language style as you move from least formal to everyday language to most formal or textbook language.

READ/THINK/STUDY

We have placed questions and exercises throughout this chapter to help you focus on the ideas presented here. Respond to the questions and exercises as you come to them. When you have completed your reading, reread the questions, your answers and the exercises as a means of reviewing the chapter.

The Language-Reading Relationship

Describe the earliest experience you can recall using everyday language. _____ _____. How does it compare with the experience described in the following two paragraphs? Is it similar or different? Tell how _____ _____.

Reading is language based. It makes use of your listening and speaking experiences as well as the writer's script. Your earliest experience with language was as a listener. As you heard words, sentences and sentence parts repeated many times, and associated what you heard with what happened to you and what happened around you, you were developing the groundwork for what you are doing now—reading.

As you matured you started to speak the language you had heard. Speaking the language meant that you were adding another dimension to your language base. Further, when you noticed that what you said and what you heard could be represented in writing you were closer than ever to reading. When you finally associated listening, speaking, reading and writing, with your own experience, you became a reader.

Language Variety

All of us speak at least three forms of the English language. These forms vary from least formal to most formal. We use the least formal or everyday language when we talk casually with our friends and family and when we write personal letters and cards. This everyday language is often briefer than formal language. It is briefer because we know each other so well that we can use relatively few words to convey a great deal of information. For example, when we hear the word, "dinner" spoken in our home at a specific time, we know that dinner is being served and that we are expected to come to the table and eat. Yet, in another setting, perhaps at a special dinner, a waiter is likely to appear in formal attire and announce, "Dinner is served. Please be seated." This is more formal than the use of the single word "dinner."

How many other single words or parts of sentences can you think of that can be used in the same way as "dinner"? Write at least two examples. a._____ b._____ Now write your examples in a more formal language style. a._____ _____ b._____

Language that is more formal than the everyday language is often used to conduct business or for job concerns. Words and parts of sentences used are likely to have special meaning for those involved in a particular business or engaged in

certain work. For example, newspapermen "put the paper to bed" (send it to be printed) or remind us at the end of a story that, "that's a 30." Cosmetologists may be concerned with hair sets and pedicures, restauranteurs with haute cuisine and silver services, retailers with marketing and advertising, and manufacturers with production costs and labor. So, cosmetologists, restauranteurs, retailers, manufacturers and others you can name, each speak a language style or jargon that is shared by others in their particular business or job.

Here, we suggested language or jargon that is associated with four different businesses or jobs. Now, think of a business or job with which you are familiar. Write the name of the business or job. List as many examples of related jargon, in words or sentence parts, as you can._____

_____

The most formal language of the three is the language often used in academic institutions to communicate and clarify information. Our formal language, the language of lectures, discussions, journals and books, is usually formulated after careful thought to ensure precision and accuracy of meaning. Frequently but not always, formal language requires the use of more words than the less formal language styles. Writers of formal language recognize that writing must stand on its own without explanation. It has to stand on its own because the reader cannot ask the writer questions. Therefore, formal written language needs to include all of the necessary information about a particular subject or statement. For example, lectures or writings about science might include such terms as hydrolic cycles and acid rain, mathematics might include congruence of forms and simultaneous equations, and psychology might include behavior modification and norm-referenced lists.

Think about language that you hear or read in formal settings and the example cited above. Now select a textbook or academic journal and find two examples of language that include specialized or subject-related words and/or sentence parts. Also find explanations that clarify the words and/or sentence parts. Write these language examples in the space provided. a._____

_____ b._____

_____

Now that you have read about three language styles that vary from least formal to most formal, you are ready to use your knowledge, experience and dictionary (if necessary) to practice matching various styles of language with specific situations. In other words, you will write the missing words, sentence parts and/or sentences to fit least formal or everyday language, business or job language and most formal or textbook language in the "Matching Language Styles" chart, as explained at the top of page 154.

MATCHING LANGUAGE STYLES

Descriptor	Personal/Everyday Language	Business/Job Language	Textbook/Academic Language
Why some people go into business	For the money	The profit motive	Primarily for economic benefit
Description of the political organization in the U.S.	There's a two-party system.	Politically, the country runs on a two-party system.	The United States of America is organized politically so that two parties function in opposition of each other.
Greetings		Hello, Mr. Jones.	Good evening ladies and gentlemen.
Sharing good news	I've got good news, . . .		It is my pleasure to inform you . . .
Poor personal relationships	They don't get along.	They are not compatible.	

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Physical complaint			He experienced abdominal pain.
Use of U.S. Census			One purpose of census data is to reveal residential patterns of people in the United States.
Ranking of people	Upper crust		High socio-economic group

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Read and think through the first two items with us. Begin by reading the descriptor column. This column tells you the content or idea represented in the three language styles. The everyday language column tells how the idea might be expressed to someone we know very well. The business or job column tells how we might express the idea when we function in a business situation. Business or job language is usually explicit and includes words that may be omitted but understood in everyday language. The last column contains academic or textbook language which is the most formal. Textbook language is likely to use technically precise terms to express ideas in a structured academic manner.

After studying the first two items read through the remaining items. As you read you will notice that some of the spaces have not been filled in. For each item, first read all of the language across the page that is provided about the descriptor. Second, notice the blank space and think about language that matches the column headings. Third, fill in the blank space.

Your Language Style

There are a number of reasons for studying the variations in language style. One reason is that it may help you recognize that you can expect to read different kinds of information in different kinds of writings. For example, if you receive a letter from a friend and the handwriting is unclear, chances are you will be able to skip the unclear words and still understand the basic message in the letter. You understand it because you know the kind of things your friend might write. Therefore, you may be able to anticipate the meaning of the unclear words and maintain a sense of the letter's message. Similarly, this occurs when you read about subjects that are familiar to you. When you are familiar with the content and style of language you are reading and you encounter a word that you don't understand, you may be able to skip the word and still make sense of the remaining written language. You can do this with some assurance of maintaining the intended meaning if you are familiar with the content and style of written language. Also, you can expect words in sentences to be written in an order so that they will make sense. For example, "Part of a large heterogeneous group of people toured the nation's capital." Assume for a moment that the word that is unfamiliar to you is *heterogeneous*. Even though the word may be unfamiliar, you know that whatever word you predict should be a word that describes a group of people. If you decide to skip that word, you will know by examining other words in the sentence that "part of a large group of people toured the nation's capital," however, you may not know what type of group. The important thing for you to remember is that the placement of words in sentences can help you decide the kind of prediction that you can make about word meanings in sentences.

Practice predicting or guessing the missing words for the following paragraph. You know that whatever words you predict must make sense in the language of the sentences and the content of the paragraph. Now write in your predictions for the missing words.

> I have found that the experience of writing a story is beautiful. Writing_____allows me to share some of my most personal thoughts with _____the reader. It affords me the opportunity of saying

things through_____language that I love to say. It satisfies me to know that what I have written may be enjoyed by_____and many people whom I may never meet. While I rejoice over that possibility, I am equally saddened by the_____of not being able to know what you think about_____writing. However, my dismay is softened as_____remember that while I_____share your thoughts, you are sharing my_____.

Another reason for becoming aware of the way your language works is that sometimes when you talk or write you may explain, define, describe and give examples to help clarify what you are saying. As an illustration assume that you are talking to your best friend about "a heterogeneous group of people," and the look on your friend's face communicates to you that he is puzzled about what you are saying. You may provide him with clues that will help him understand you. Your clues may be in the form of a definition or an example. Your definition may be something like this, ". . . a heterogeneous group, or, a group of many types of people." Your example could include such types of people as: (a) those of varied ages, (b) those of varied heights and (c) those representing the full range of income levels. Your definition combined with the examples helped to communicate the idea of "a heterogeneous group" to your friend. When you read for information, you can often find these types of clues to help you understand your reading. Since you provide clues such as definitions, examples and explanations when you speak, you can expect to find these same types of clues when you read.

Read the following paragraph and mark in the paragraph the clues to meaning by writing: (a) *def* for definitions, (b) *ex* for examples, (c) *des* for descriptions and (d) underline the explanations.

Weather turbulence, the wildly changing motion of swirling wind, can cause frightening destruction. Uprooted trees, damaged cars and injured citizens are just a few examples of the results of turbulence that is described as either thermal or mechanical. Thermal turbulence seems to be related to changing temperatures and the formation of clouds through condensation. Mechanical turbulence seems to occur when air moves quickly over rough irregularly formed land.

Up to this point we have established the notion that language style and word order influences our expectations as we read. Listening also influences our expectations. When we listen we expect that people will speak in a way that makes sense based on the way we expect them to put words together. We expect that they will put words together in an English language manner. Sometimes we expect people to provide examples, repeat themselves or say the same thing in a different way. Likewise, we should come to expect that this will occur as we read. As long as we

remember that listening to language can have a positive effect on our reading, then we know that we can use it to assist us as we read.

Assume that you are listening to the following sentences and sentence parts in situations where the language style varies from least formal to most formal. Place the sentences and sentence parts in the appropriate space on the lines that follow each grouping. For example, the following sentences would appear on the line as follows: "It doesn't cost much." "It's cheap." "This is not very expensive."

It's cheap. It doesn't cost much. This is not very expensive.

least formal most formal

Now rank the following from least formal to most formal.

1. It is malfunctioning. It's broken. It does not work.

_____

least formal most formal

2. You got the time? Can you tell me the correct time? What time is it?

_____

least formal most formal

3. That is a sufficient amount. That is sufficient. That's enough.

_____

least formal most formal

4. We form a cohesive group. We stick together. We are a tightly knit group.

_____

least formal most formal

5. Please be seated. Won't you have a seat? Sit down!

_____

least formal most formal

6. crooked teeth, badly formed teeth, maloccluded dental structures.

_____

least formal most formal

7. seeks a job, pursues employment, looks for work

_____

least formal most formal

8. a shrewd customer, a smart shopper, a wise consumer

least formal most formal

9. in strict confidence, keep quiet, in secret

least formal most formal

10. of major concern, important, a pressing matter

least formal most formal

EVALUATIO

The aim of this chapter was to help you realize that language varies from least to most formal styles. Recognizing these styles in both spoken and written language can help you successfully anticipate the intended message. Anticipating the writer's message may lead to a better understanding of the message you read. After all, the purpose for reading is understanding.

As in Chapters 2 through 4, the following selections, written at varying levels of difficulty, have been designed to help you measure your progress in reading. Read the following selections and circle the words that make the reading make sense. The highest possible score that you can earn for each selection is 25. Whenever your score is 21 or more, it means that you are progressing very well with your reading.

After you have finished reading the selections, check your answers, count the number of correct choices and record your score in the space provided. Compare your scores with your scores in previous chapters. Are your scores about the same? Are you getting better?

SELECTION I

Mumps[1]

Mumps occur mostly in young children. Although it seldom results in grave complications, it causes swollen glands in the face and neck, fever, headache, and earache. It can lead to a condition called orchitis—painful swelling of the testes—when contracted by boys younger than thirteen. Orchitis occurs in about 20 ~~times~~ often percent of mumps cases in ~~high~~ this child age group and, although ~~tight~~ face, rare, can result in male ~~children.~~ most. sterility.

Mumps vaccine is recommended ~~for~~ occurs in all children over the ~~time~~ age more of 12 months. If ~~complicated~~ younger given sooner, it may not ~~come~~ of have an effect. Adolescents and ~~girls~~ aching adults who have not had ~~fever~~ group mumps should be immunized.

The ~~earache~~ vaccine is more than 90 ~~percent~~ degrees in effective and one shot ~~checks~~ although provides ~~fallen~~ long lasting, possibly ~~lifetime,~~ condition, lifetime, lunchtime, immunity.

Swollen glands and ~~no~~ case other mild reactions, such as ~~school~~ tired rash and itching, may occur ~~about~~ therefore following mumps immunization, but they are ~~high.~~ rare. In a very small ~~person~~ most of cases, encephalitis (inflammation of the brain) has ~~occurred~~ placed in ~~number~~ vaccinated cine recipients within 30 ~~complications~~ girls days following immunization. This may

[1]Faye Peterson, "Vaccine Recommendations," *FDA Consumer*, U.S. Department of Health, Education and Welfare, Food and Drug Administration, HEW Publication No. (FDA) 79-9004. (U.S. Government Printing Office: 1979–281–272/87), 1978.

test / cases / have — been coincidental, however, since — that / there / rashes — is no definite evidence — care / giving / linking

mumps immunization with encephalitis.

The / Measles / Mumps — vaccine should not be given to pregnant women because it has not

been tested for its effects on the fetus.

SELF-CHECK

a. Check your answers.
b. Your score is_____

SELECTION II

Semantics[2]

Semantics is the science of what words really mean. There is constant change in our language. Some words emerge from the dictionary into popular usage. Other words wither away from neglect or are banished by abuse. And the meanings of words frequently change. The science of semantics is very important. The subject really deserves and gets a great deal of attention from men and women in public relations. For in communicating and interpreting, practitioners live by words—and make their living by them. Practitioners seek mastery of word meanings both as users and as understanders.

The basic importance of semantics neglected science must never be lost. Whether In communicating, a person is away sometimes constantly making decisions on word Other thoughts. changing. When you decide whether in lost the refusal of men to work come off should be called a strike. rushed, a work stoppage, or a many live damnable crime against the people, after, science, you are making a living run in semantics. decision

There is neither clever no one-to-one ratio between a word capable dictionary and its meaning. More even, likely, similarly, the ratio is one-to-fifty. At Really In selecting words to use as making weapons, on

[2]Scott M. Cutlip and Allen H. Center, *Effective Public Relations*, 5th Ed. (Englewood Cliffs, New Jersey: Prentice-Hall Inc., 1978), p. 203.

the practitioner must until think remember that the same signs with and setting word symbols have different frantic tasks meanings for different people. Not so if only that; they have two different several evenly kinds of meanings. One measured kind set of meaning is denotative or as and the other is connotative. Denotative meaning typing is the common dictionary before marking. therefore. Connotative is the emotional seeking nor or evaluative meaning we read into words because of meaning. our experience and background. For example, all people will agree that "dog" *denotes* a four-legged, furry, canine animal. For most people, the word "dog" *connotes* a friendly, faithful pet. However, to others it *connotes* a dangerous animal to be feared.

SELF-CHECK

a. Check your answers.
b. Your score is_____

SELECTION III

The Microchip[3]

The microchip is a tiny slice of silicon, an "electronic book" that stores information in a binary code consisting of zeros and ones. Far too small to be seen by the naked eye, the chip requires a read-out terminal that converts the electronic transistor codes into the language of the viewer. Screens display the

material
textual signs at viewer-controlled speeds.
spoken

conducting the
The sensations of the computer revolution for education are my pri-
implications around

category. of stop
mary declare. Indeed, a large portion makes the Western world never can be
concern. with already

computerized reading
considered a civilized society. Our task is silicon with and using construc-
zero coping

the is
tively complete new social environment that ever emerging as computers ap-
variety am

for growth.
proach all era of virtually exponential delay.
an coding.

speeded
Human communication has gone through four distinct revolutions. The
below

first chips
original was occasioned by our species-specific emerge of complex speech—a
screen skills

development role for
environment that created an important terminal for memory. The art of writing
require several my

social; of
heralded the second implication; its various forms remained gone prime impor-
revolution; by

large. became third
tance for thousands of stores. The art of writing belittle the victim of a compute
years. request fond

[3]Harold G. Shane, "The Silicon Age and Education," *Phi Delta Kappan* Vol. 63, No. 5 (Jan. 1982), p. 303.

revolution when Johann Gutenberg, whether, electronically, became the first European to presumably,
use
list movable type in his printing press. The fourth and potentially most pro-
era
found revolution has been wrought by the enormous advances in telecommu-
nications in the span of a single lifetime. Although the telegraph, telephone,
and radio played an important role, not until the last decade has our globe
begun to become a "wired planet"—an information society created by the
microchip.

SELF-CHECK

a. Check your answers.
b. Your score is_____

SIX

Learning and Using More Words

By now you have studied how to obtain meaning from sentences, passages and words. In Chapter 4 you practiced strategies for increasing your word knowledge. The focus in that chapter was on pronouncing unfamiliar words that you may have heard previously in a meaningful context and on recognizing word parts that frequently occur in words. In Exercises G and N in Chapter 1 you assessed some of your knowledge about word meanings. Here you will study more of what was suggested in those exercises. In this chapter you will focus your study and practice on increasing word knowledge through a study of word relationships and a recognition of the importance of sight words.

SIGHT-WORD STRATEGY

Some words are best learned by being recognized immediately at sight. Such words are spelled in ways that do not necessarily give clues to their meaning or pronunciation. These sight-words appear over and over again in books, magazines and newspapers. So, if you recognize a large number of words at sight, you can read better or more efficiently without breaking or interrupting the flow of meaning.

If you did not recognize some words in the list in Chapter 1, you may want to try a systematic strategy for learning to recognize these words at sight. The words in the list appear very often in materials that you will need to read.

Following you will find three variations of a five-step strategy for your use in learning sight words. All unfamiliar sight words should be practiced for five days in a row. Use the strategy variations to help you learn the sight words.

A. Variation of Sight-Word Strategy

Step 1. Have someone pronounce the unfamiliar word for you five times. Repeat and look at the word as it is being pronounced.

Step 2. Say the word five times. As you say the word move your finger under the word from left to right.

Step 3. Close your eyes and try to see the word and say it five times.

Step 4. Write and say the word five times as you look at the word.

Step 5. Find and circle the word five times in your favorite newspaper or magazine.

B. Variation of Sight-Word Strategy

Step 1. Write the word to be learned on a note card and have someone pronounce the word for you.

Step 2. Write a sentence part using the word on the other side of the note card.

Step 3. Keep the card with you as much as possible.

Step 4. Read the card over and over again. You may read it during breakfast, while you ride to work, during your break and while shopping. In other words, keep it handy.

Step 5. On the fifth day of this word-study strategy, find and circle the word at least five times in newspapers or magazines.

C. Variation of Sight-Word Strategy

Step 1. Write the word to be learned on five separate strips of paper and have someone pronounce the word for you.

Step 2. Tape the strips of paper with the word to be learned in five different places. Select places that you visit often and places that are very visible to you. These may be places such as the mirror in your bedroom or bathroom, a kitchen cabinet that you open every morning for breakfast dishes or food, the dash board in your car, your TV screen and your wallet or purse.

Step 3. Say the word over and over each time that you see it.

Step 4. Write and say the word every other time that you read it on one of your strips of paper. For example, if the first time you see the word each day is on your bedroom mirror, *say* the word over and over again. The second time that you see the word it may be on the kitchen cabinet. This time you should *write* and *say* the word over and over again. The third time that you see the word, just *say* it over and over again. The fourth time you know you will *write* and *say* the word. And, the fifth time you will *say* the word over and over again.

Step 5. On the fifth day of this word-study strategy, find and circle the word five times in different newspapers or magazines.

Keep a notebook of your words. Every time that you learn a new word write the word in your notebook. Read over all of your sight words at the end of each week.

Reading over all of your words at the end of each week will help you to remember them.

You have read about a strategy with some variations that can help you memorize sight words. Try each of the strategy variations to see which one works best for you, or, use all three for variety. Begin today to learn those unfamiliar words.

Foreign Phrases

As you read you are likely to find words and phrases borrowed from other languages. These foreign phrases have special meanings that must be fully understood if you are to read with accuracy and precision. Following this paragraph are some sentences with foreign phrases. Study them using your sight-word strategy. Quickly read each sentence to see if you understand the meaning of the foreign phrase it contains. Place a check at the beginning of the sentences that you fully understand. Next, use your dictionary to help you write the meaning of the foreign phrase on the line following each sentence. For example:

Sentence—His parents were very proud of him when he graduated *cum laude*.
Meaning—with praise or honor

1. By the time we reached the church the wedding was a *fait accompli*.

2. Taxes are paid on a *per capita* basis.

3. The prince has such *savoir faire* for one so young.

4. He reread the letter to the official to be sure that it was well written and contained no *non sequiturs*.

5. He appeared *in loco parentis* in juvenile court on behalf of his nephew.

6. Her *sang-froid* after performing at the recital surprised and delighted us.

7. He was listed as *persona non grata* after his defection to this country.

8. Her *faux pas* went unnoticed.

9. The angry group left the meeting *en masse*.

10. "Au *contraire*," he protested, "I did enjoy the show."

_____

11. He managed the factory in a *laissez faire* style.

_____

12. The *per diem* rate at the hotel was 20% higher than last year's rate.

_____

13. The tiny country was in a *de facto* state of war.

_____

14. Actors briefly appeared *au naturel* in the play.

_____

15. We were surprised to find that our story was printed *in toto* in the magazine.

_____

WORD RELATIONSHIP STRATEGIES

The more you study words the more you will become aware of how words relate to each other. These relationships can be noted more easily when they are grouped or categorized. You will notice that words can be grouped because they may do some of the same things or share some of the same relationships. For example, some words are related by association, some by cause and effect, some by word similarities and some by word opposites.

As you study (1) associations, (2) cause and effect, (3) similarities and (4) opposites of words you will become more aware of the words you already know and use often. Your experiences have provided you with knowledge about many words. These words may be used more easily or readily when you recognize ways of grouping or classifying them for use. Grouping words according to association should remind you that some words suggest the use of other words as in "fork–eat." Grouping words according to cause and effect tells you that some words (the cause) may make something happen (the effect) as in "fire–burn." Grouping words according to similarities tells you that some words represent meanings that are almost like other words as in "thin–slender." And grouping words according to opposites tells you that some words are very different from other words as in "tall–short."

In this section of the chapter your attention is directed toward recognizing word relationships as a way of expanding the number of words and meanings you know.

I. Word Associations

STUDY AND PRACTICE

Words name, describe, provide linkage between and among each other, show operations and prescribe conduct. It is important to recognize that words function in these ways. One way to increase our word knowledge is to notice the way words relate to each other. In Chapter 2 you asked yourself questions about sentences using such words as, what, why, how and when. These words may be used to help stimulate your thinking about specific words when they are associated or related to other words.

Words are related when they *go with* other words or when words remind you of other words. For example, the word *towel* reminds us of the words *dry, clean* and *bath*. The word *towel* reminds us of *dry* because we use a towel to dry things and ourselves. The word *towel* reminds us of *clean* because we use a towel to clean such things as furniture and dishes. The word *towel* reminds us of *bath* because we use a towel when we take a bath.

What do you think of when you hear or see the word *pencil*? We thought of *paper, pen, write, mark, draw* and *erase*. Why do you think that these words came to mind? We reasoned that a pencil is often used with paper. The word *pen* came to mind because a pen and a pencil function in the same way; they are used to write, mark or draw. Also a pencil may be used instead of a pen because the markings can be erased. The following reflects our thinking about the word *pencil*.

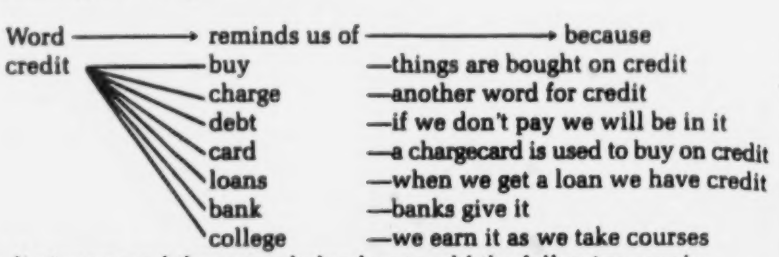
Word	reminds us of	because
pencil	paper	—it is used with paper to write
	pen	—both are used in the same way
	write	—that is what is done with it
	mark	—that is what is done with it
	draw	—that is what is done with it
	erase	—it is often used instead of a pen because its markings can be erased

Study the next examples.

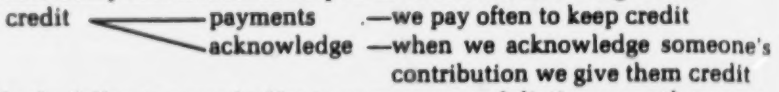
Word	reminds us of	because
choose	clothes	—of the decisions we make when we shop for them
	budget	—of the amount of money we have to spend
	foods	—we must cook them
	classes	—we attend them
	vacation	—of the places we like to visit
	refuse	—we can accept some things and refuse others

Our dictionary and thesaurus helped us to add the following words:

choose	option	—we have a choice
	determination	—when we make a choice we attempt to fulfill it
	selection	—we can choose from among items


Word → reminds us of → because
credit
buy —things are bought on credit
charge —another word for credit
debt —if we don't pay we will be in it
card —a chargecard is used to buy on credit
loans —when we get a loan we have credit
bank —banks give it
college —we earn it as we take courses

Our dictionary and thesaurus helped us to add the following words:


credit
payments —we pay often to keep credit
acknowledge —when we acknowledge someone's contribution we give them credit

Study the following words. Use your memory and dictionary or thesaurus, if necessary, to help you to list words that remind you of the words in the word list. Then, tell why you were reminded of each word in the space provided.

Words →	remind you of →	because
solution		
communication		
transport		
money		
passion		
rhythm		

husky

sports

scrub

type

When you expect that some words will remind you of other words, then you are likely to find yourself reading more easily than if you did not. Quick recognition of familiar words and the way they relate to each other make it easier to make sense of what you read. When you insist on making sense of what you read, you demonstrate that you are an advanced reader.

II. Cause and Effect

STUDY AND PRACTICE

Another way that words and the ideas that they represent are related is through cause and effect. Some words represent things, ideas or actions that lead to or cause other things, ideas or actions. For example, the word *pain* (an effect) suggests that something has happened to cause it. That something could be *infection* or some form of *illness*, a sharp *blow* or some form of *accident*, or *loss* of love or some form of emotional *trauma*. Thus, several causes may also be the effects of a particular cause. For example, *tension* may cause or lead to the effects of *illness*, *sleeplessness* and *irritability*. An experience of some form of *pleasure* may lead to or cause a *smile*, *relaxation* and a feeling of *happiness*. However, it is important to remember that it is not always possible to know what causes specific effects and vice versa. Therefore we are really studying probable causes and effects.

Following are some examples of words that seem to be related through cause and effect. Read them, think about your experiences and add words that seem to fit in the spaces that are provided. The questions below the spaces are there to help you think about cause and effect words.

Cause or Causes——may lead to——an Effect or Effects

1. a germ — a cold

_____ — _____

What else might cause a cold? — What might be another effect of the presence of a germ?

2. water — wetness

_____ — _____

What else might cause wetness? — What might be another effect of water?

3. salt — thirst

_____ — _____

What else might cause thirst? — What might be another effect of salt?

4. fire — burns

_____ — _____

What else might cause burns? — What might be another effect of fire?

5. crime — punishment

_____ — _____

What else might cause punishment? — What might be another effect of crime?

6. practice — mastery

What else might cause mastery? — What might be another effect of practice?

7. overeating — obesity

What else might cause obesity? — What might be another effect of overeating?

Write three other pairs of words that represent probable cause and effect experiences you have had or read about in the following spaces.

8. _____ _____

9. _____ _____

10. _____ _____

Notice how thinking about word relationships increases the number of words you are aware of. This awareness of cause and effect relationship words can help you understand more clearly what you read.

III. Word Similarities

STUDY AND PRACTICE

One way that words are related to each other is that they have similar meanings. The words *prize*, *grant* and *award* are similar in that they describe something that is given for something that has been judged to be deserving or worthwhile. Even though the words are similar in meaning, they may be used to express different shades of meanings. For example, read the sentences: (1) He won a *prize*. (2) He won a *grant*. (3) He won an *award*. When you read them you may have thought that he received something different in each sentence. And, you should have. All three words, *prize*, *grant* and *award*, can represent the same general meaning or something given for something deserving, yet each word suggests a special type of something given. A prize may be something given as a reward for some effort, as in a contest. A grant may be something that is given to someone to use in a particular way. An award may be something given as a result of having been judged worthy. When you understand that words can have similar meanings, yet have their own special meaning, then you can interpret what the writer has written in a precise way. This interpretation shows that your word knowledge is expanding.

To help you practice examining words for meaning, we will give you a sentence with an underlined word followed by three words. As you read the sentence, examine the underlined word for meaning in the context of the sentence. You should use the other words in the sentence to help you understand the underlined word. (Often word meanings are influenced by the context they are in.) Next, study the three following words. See if you understand the meaning of the words. Try to find a word that is similar in meaning to the underlined word in the sentence. If you do, circle that word. If you do not know the meaning of the underlined word or of the three words following the sentence, use your dictionary to help you.

Here are the sentence and words. First, read the sentence. Second, read the words. Third, circle the word that is similar in meaning to the underlined word in the sentence.

Sentence—We procured a small collection of glass figures.
Words —discovered, lost, obtained

You should have circled the word *obtained*. In the sentence the underlined word could mean "to obtain" or "to acquire."

Read another example with us. Remember to examine the underlined word in context for meaning. After reading the sentence read the three words that follow. Again, if you feel that you do not know the meaning of the words, use your dictionary to help you. However, we encourage you to search the context for meaning. This will increase your skill of acquiring meaning from words.

Sentence—We ascertained the location of the meeting.
Words —changed, arranged, determined

In that sentence *ascertained* means "to make certain of." The word in the list that means about the same as "to make certain of" is *determined*. So you should have circled the word *determined*.

Remember to use your dictionary only when you cannot figure out the meaning of the word from the context.

In Part I, you will find some sentences with underlined words and some choices of words that could be similar in meaning to the underlined words. Study the sentences. Study the choices of words that could have similar meanings to the underlined words. Decide which word is similar in meaning to the underlined word. If you do not know the meaning of the underlined word after carefully studying it in context, then use your dictionary to help you. When you feel that you know the meaning of the word, study the sentence again. Finally, circle the word that has a similar meaning to the underlined word.

PART I

Study the sentences.	Circle the word that is similar in meaning.
1. His solution to the problem was cunning.	inept, clever, sly
2. She declared that she despised milk.	detested, enjoyed, feared
3. He was persuaded to leave early.	retained, discouraged, induced
4. His annoyance was evident in his voice.	destruction, anger, delight
5. The couple went back to school for additional instruction in health care.	laboratory, development, training
6. Her voice was shrill as she gave the order.	resonant, light, piercing
7. We treasured the book that we found in the attic.	hid, restrained, loved
8. He told a credible story about the market place.	believable, credit, simple
9. They gladly shared their innovative ideas with the group.	trite, innocent, new
10. He prefaced his speech with a very funny story.	ended, started, prepared

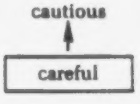
In Part II, you will find sentences with underlined words. Study the sentences carefully. Then, write words on the blank lines that are similar in meaning to the underlined word in the sentence.

PART II

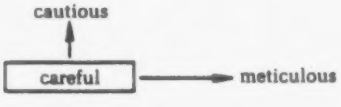
Study the sentences.	Write words that are similar in meaning.
1. The students decided to unite their efforts.	_____
2. They were both very bashful.	_____
3. We all agreed to support his initial argument.	_____
4. They joyously celebrated the victory.	_____

5. We can learn from our defeats. _____
6. She collected many ancient articles. _____
7. The food at the banquet was enticing. _____
8. The reporter exposed the criminal activity. _____
9. Soap operas dominate day-time television. _____
10. We watched as a new personality emerged. _____

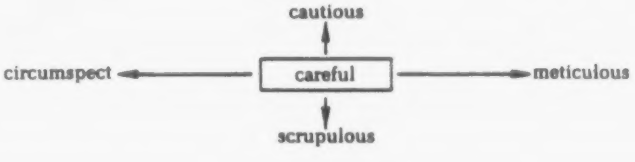
In Part III, you will develop webs of words with similar meaning. First, think with us as we develop webs of word similarities. We will use the word *careful* and think of words that have similar meaning. One word that is similar in meaning to *careful* is *cautious*. The beginning web looks like this:



Another word that has a similar meaning to *careful* is *meticulous*. The web should now look like this:



A dictionary can be used to help identify other words that have similar meanings. Two additional words that are similar to *careful* in meaning are *circumspect* and *scrupulous*. The web now looks like this:



The next step is to find words that have similar meanings to *cautious*, *meticulous*, *scrupulous* and *circumspect*. As you identify more and more words with similar meanings, your word knowledge will increase.

Develop your web of words in Part III. Add as many words as you can to your webs.

PART III

Webs with words of similar meanings.

By studying word similarities you should become more knowledgeable about word relationships. In other words, many words are similar in meaning to other words. Therefore, knowing one word can help you think of or find other words.

Part IV. Word Opposites

STUDY AND PRACTICE

There are ways of thinking about words that may help you determine if you know meanings for them. Thinking about or knowing a word that is opposite in meaning can broaden your understanding of how words are related to each other and your knowledge of words in general. For example, if you know that the word *free* means "one is not confined or constrained" and the word *constrained* means "one is confined or not free" then you know that a person cannot be free and constrained at the same time. Free does not mean partly free or constrained. If a person is partly constrained he or she is not free. It is an either-or situation. Some pairs of words are exactly opposite in their meanings. *Free* means "not constrained." One is either free or constrained.

A second way to think about word opposites is to think about degrees of meaning. For example, the words *imperfect* and *perfect* are opposite in meaning. *Imperfect* may mean "close to perfect, partly perfect or nowhere near perfect." Imperfection therefore represents a range of meanings. Some word opposites may represent a certain meaning with degrees of that meaning.

A third way to think about word opposites is to think about words that suggest another word through the relationship of dependency. For example, *advisee* suggests that there is an *advisor* and *mother* suggests that there is or was a *child*. If a person is an advisee, that person is advised by someone called an advisor. If a person is a mother, that person is one who has a child.

When you study word opposites, then, you will want to remember that there are different ways of thinking about them. They are: (1) two words that indicate "either-or" instances, (2) two words where one represents a way or state of being and the opposite word represents shades of not being as in the words spoiled and unspoiled, and (3) two word opposites where one word would naturally suggest another word as in patient and doctor.

It is not important for you to try to identify word opposites for each of the three points mentioned above. The important thing is for you to recognize that there are a number of words that are opposite in meaning and that there is more than one way of being opposite. When you study word opposites it can help you extend your knowledge of words. When you focus on meaning you are more likely to question and anticipate what is written. These are signs of an advanced reader.

In Part I, you will find some sentences with underlined words and some choices of words that could be opposite in meaning to the underlined words. Study the sentences, then the choices of word opposites. Review the points mentioned above about word opposites. Circle the word that has the best opposite meaning from the underlined word. You should use your dictionary and a thesaurus to help clarify the meaning of any word with which you are not familiar. Remember that the word you choose depends upon what the word means in the sentence.

PART I

Study the sentences.	Circle the word that is opposite in meaning.
1. He tried to <u>disorganize</u> the troops.	sensitize, mobilize, accompany

PART I (continued)

Study the sentences.	Circle the word that is opposite in meaning.
2. It was impolite of them to push ahead in line.	respectful, orderly, violent
3. The room was occupied by several people awaiting help.	vacant, unmeaning, absent
4. There was order to her bookkeeping style.	invisible, obscure, confusion
5. The professional actor won many awards.	business, matchmaker, amateur
6. Road construction made travel plans for the future possible.	production, demolition, prediction
7. The ice-covered road was dangerous.	slippery, safe, grappling
8. A good pen is a necessary tool for a businessman.	essential, dispensable, explosive
9. Several condemned buildings were annihilated.	exterminated, destroyed, constructed
10. The highway from my town to her city was straight.	broad, curved, narrow

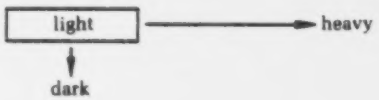
In Part II, you will find a second set of sentences with underlined words. Show that you can determine meaning of the words by circling their opposites. When you can recognize and say what the word does not mean, chances are that you have given a lot of thought to that word and you should know what the word means. Use your dictionary and a thesaurus to help you to get a better understanding of the words when necessary. (In some dictionaries and thesauruses you may find word opposites listed.)

PART II

Study the sentences.	Write the underlined words' opposite meanings.
1. They were joined in marriage.	_____
2. The employees formed a union.	_____
3. We did not park in the private driveway.	_____
4. We finally induced her to come to the party.	_____
5. They met at the park entrance.	_____
6. He disconnected the live telephone wires.	_____
7. The group prohibited circulation of their material.	_____
8. Their pleasant room arrangement was relaxing.	_____
9. An inept person would not be happy holding this job.	_____
10. They rejected two of the five applications	_____

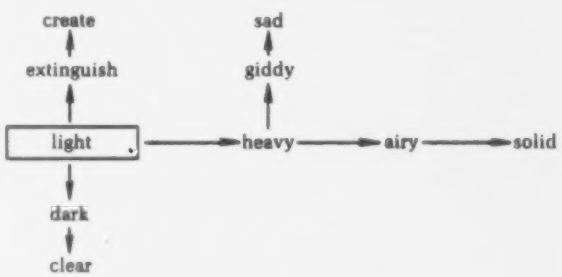
In Part III, you will develop webs of word opposites. We will use the word *light* to begin our web. When we think of words that are opposite in meaning to *light* at least three come to mind. Drawing on our experience we remember that the opposite of something that is *light* in weight is something that is *heavy*. The beginning of our web looks like this:

Another word opposite in meaning to *light* is the word *dark*. A dress or some object can be either *light* in color or *dark* in color. Now our web looks like this:



Light may be thought of as an action. We can *light* a candle and *extinguish* it. Thus the opposite meaning of *light* in this instance is *extinguish*. The web looks like this:

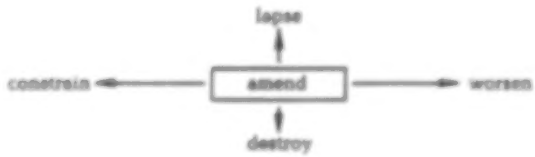
Our web shows three words that are opposite in meaning to the word *light*. The web may be continued by finding words that are opposite in meaning from *heavy*, *dark* and *extinguish*, or finding words that are opposite in meaning of as many of the words as possible. We identified *airy* and *giddy* as being opposite in meaning of *heavy*. And, we identified *solid* as being opposite in meaning of *airy*. The word *create* is opposite in meaning of the word *extinguish*. A word opposite of the word *giddy* is the word *sad* and a word opposite of the word *dark* is the word *clear*. The web now looks like this:



Let us assume that the word *amend* is a new word for us. To help us to broaden our word knowledge of *amend*, we will develop a word-opposite web. Think through the development of this word-opposite web with us. The first thing we can do is to understand the word *amend*. We asked ourselves, what does the word *amend* mean? We know that one meaning of the word *amend* is *improve*. But, what else could it mean? We took our dictionary and thesaurus and looked up the word *amend*. From those sources we found that the word *amend* could also mean *correct* and *alter*. We now have three meanings for the word *amend*. We can now think about word opposites for the word *amend* and the words *improve*, *correct* and *alter* because all four words are similar in meaning. When we find opposites for the words *improve*, *correct* and *alter* we will have found word opposites for the word *amend*.

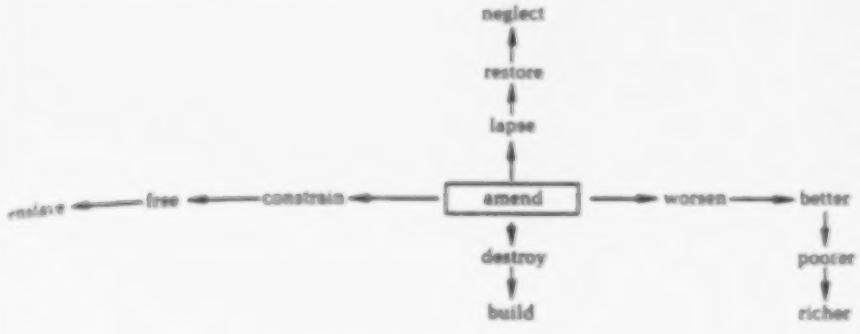
Our second step in developing this word-opposite web is to use our experiences, dictionary and thesaurus to help us find word opposites for the words *amend*, *improve*, *correct* and *alter*. As we identify word opposites we will add them to the web. For example, we know that the word *amend* is similar to the word *improve*. And we know that the word *improve* means to "make something better." If something is not made better it may worsen. So, one word that is opposite in meaning of the word *improve* is *worsen*. Therefore the word *worsen* will be added to the web to show that it is opposite the word *amend* in meaning. The beginning of our web looks like this:

We used similar logic with the words *correct* and *alter* to come up with other word opposite meanings for the word *amend*. As we studied further we identified *lapse*, *constrain* and *destroy* as word opposites of *amend* and added them to the web. The web now looks like this:

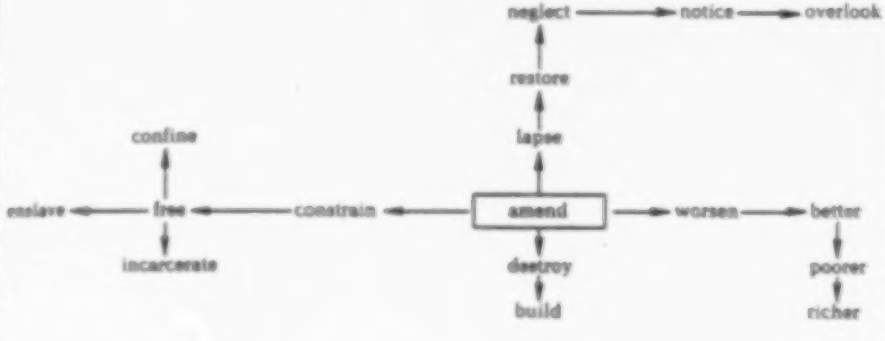


Our next step is to find word opposites of all four words *worsen*, *lapse*, *constrain* and *destroy* or as many of the words as possible. We studied the word *worsen* and came up with the word *better* as an opposite of *worsen*, then *poorer* as an opposite of *better* and *richer* as an opposite of *poorer*. We stopped there to study the word *lapse*. We reasoned that if something lapses it is not being restored. So, a word opposite of *lapse* is the word *restore*. If something is not being restored, then, it may be neglected. Thus a word opposite of the word *restore* is the word *neglect*. Next, we studied the word *constrain*. Constrain

means that something is confined or not free. So, a word opposite of the word *constrain* is the word *free*. If someone is not free, then they may be enslaved. A word opposite of *free* is the word *enslave*. Next we studied the word *destroy*. *Destroy* means that something is being torn down. Usually, we think of the opposite of something being torn down as something being built. Thus, the word *build* is the opposite of *destroy*. The web now looks like this:



We studied some of the words in the web and came up with some additional word opposites. The web now looks like this:



As long as we can find words that are opposite in meaning to the words in the web, we can add those words to our web.

Now that you have studied word opposites, you can practice your knowledge and skill by developing word-opposite webs. Remember, your webs will reflect your experiences with words and your prior knowledge of words. They will also be influenced by your use of a specific dictionary and/or thesaurus. (At this time you may want to review the three types of word opposites presented earlier in *Word Opposites*.) Use the following words presented in Part III to develop word-opposite webs. Add as many word opposites as you can to your webs.

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PART III

Webs with words of opposite meanings

By now you may feel as if you know a lot about words and how they work. That is the intent of this chapter. However, the overall goal of word study is that of accurate comprehension of written material—and that is also the intent of this book.

EVALUATION

In this chapter you have studied how to increase your word knowledge through a study of word relationships and a recognition of the importance of sight words.

As in Chapters 2 through 5, the following selections, written at varying levels of difficulty have been designed to help you measure your progress in reading. Read the following selections and circle the words that make the most sense. Pay attention to word relationships as you read. After you have finished reading and circling words in the selections, reread two of the three selections and write responses for those selections on the following copy of the *Understanding Reading* form. Responding to the form provides you with a second way of checking your understanding of the selections.

Check your answers after you have read the selections, circled the words and responded to the form. The highest possible score that you can earn for each selection is 25. Remember, that a score of 21 or more means that you are progressing very well with your reading. Record your score after each selection in the space provided.

SELECTION I

Alligators[1]

An alligator looks like a giant lizard. It has a very long tail, huge jaws, sharp teeth, a rough hide, and short legs. An alligator floating on the water looks like a big dark log. It has a nose that is broad and blunt. It also has lower jaw teeth that stick up on each long, top, side, but you cannot see her hide them when it closes its street. large. mouth. They usually live in fresh huge very water. Alligators are animal lover eaters. broad. Their main foods are jars, snails, mild, crayfish, shrimp, and crabs. They I Dark will also eat turtles, tiny, chairs, snakes, ducks, fish, and wading grass. green. birds.

People usually hunt alligators went a at night. Poachers are people talk where who hunt animals illegally. Poachers catch their giant push boats through the huge water as they look for air elephants floating alligators with a searchlight. An alligator's eyes shine like two envious octopus' short rubies when crab red the light floats them. The poacher shoots hits fresh log alligator between the eyes either so jaw the or hacks it behind the door large head with an ax.

Alligators are have always are disappearing because people are seeing hunting them. People evenly want them broiled unless because their hides are so blunt. alligator. Also, wetlands where alligators valuable. live mainly are being drained for building purposes. close

[1]Adapted and modified from Wayne Otto, Mildred Rudolph, Richard Smith, and Rosemary Wilson, *Making Choices* (Columbus, Ohio: Charles E. Merrill Publishing Co., 1975), pp. 267–271.

Alligators are not as fierce as some people think. They do not usually attack people. Unless an alligator is cornered, it will usually move away. Bees kill more people than alligators.

SELF-CHECK

a. Check your answers.
b. Your score is_____

You will continue to practice your reading skills through the *Understanding Reading* chart. This chart offers you a concise way of taking notes about your reading as you read the lines, read between the lines and read beyond the lines.

At the top of the chart you will find four different paragraphs or passages. (1) Read the first passage. (2) Read the first question and the response about passage one. (3) Read the second question and the second response about the first passage. (4) Continue in this manner until you have read all questions and all responses to the first passage. (5) Read the second passage. (6) Follow the same steps to complete the second passage as you did for the first. (7) Follow those same steps for the third and the fourth passages. (8) Reread the entire chart so that you will become more familiar with how to use the chart. Now read through the chart with us.

Take time to practice using the chart. We have inserted short passages and charts with blank spaces for your practice. (1) *Read the first passage.* (2) *Reread the passage and write responses to the nine questions.* The response to your first question is your main idea or theme of the passage. It tells you what the focus of your passage is about. Therefore, you may answer that question by indicating that each sentence or each paragraph refers to certain persons, ideas or things. The second question asks for details about the persons, ideas, or things. The third question asks you to think beyond what was written and indicate what the writer could have meant. The fourth question asks you to compare or recognize those things that were similar. The fifth question asks you to consider how things were listed, what was first, second, and so on. The sixth question asks you to consider if some things made other things happen. The seventh question asks you to look for examples that help to explain ideas. The eighth question asks you to consider why the passage was written. When you think about why something is written you are better able to put it in context. The ninth question asks you if you can use the information. Overall, these nine questions will help you to group information from passages so that you can better understand and remember the content of passages. (3) *Reread your responses.* Your responses may serve as your notes about the passage.

Read the second passage and follow the same steps that you followed for the first passage.

UNDERSTANDING READING

	Passage 1	Passage 2	Passage 3	Passage 4
	Newspapers help people who are new to the city learn their way around. They run ads that tell where to buy, sell or rent things. Jobs are listed there and they tell people where to go for fun.	Magazine ads play a major role in the nation's spending habits. When a product is heavily advertised in magazines, its sales often increase dramatically. Products not heavily advertised run the risk of being left on the shelf. Magazine ads can make a real difference in sales.	Diet-conscious Americans eat less meat.	As Mary and Paul walked along the beach they held hands and talked quietly.
1. What or who is it about?	Each sentence refers to how newspapers help people.	Each sentence refers to how magazine ads help sell products.	The sentence is about diet-conscious Americans.	The sentence is about Mary and Paul.
2. What was said about it or them?	Newspapers help new city dwellers: —learn their way around, —by listing jobs, —by running ads, —by telling where to go for fun.	Products that are advertised in magazines sell; products not heavily advertised are left on the shelf.	They eat less meat.	They walked down the beach holding hands and talking quietly.
3. What might have been meant?	Newspapers are helpful to people who are new to the city.	Products advertised in magazines are likely to sell well, products not advertised may not.	Diet-conscious Americans eat less meat because they feel they need less meat in their diet.	Mary and Paul were good friends.
4. Were things compared? What things?	No	Yes Products advertised in magazine ads and products not advertised in magazine ads.	Yes Americans who eat less meat and Americans who eat more meat.	No

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SELECTION II

Benefits of Conflict[2]

Even though conflict can be disruptive in the workplace, we cannot assume that all conflict is bad for business. Some social scientists speak of "conflict management" as a chance to improve products or ideas.

One benefit from conflict is the improved thinking that may emerge from competing among work areas. Just as in sports, players' weaknesses are detected and strengths are revealed. In academic circles, the serious conflict of minds and thinking is seen as a means of protecting truth and exposing error. In business, likewise, one department may point out weaknesses in another. Or, a dispute over two options may start a search for a better third option that pleases all concerned.

Unfortunately, there is often a "fallout" of hostile feelings and ill will from many conflicts. Hostile feelings offset the good results that might otherwise grow out of such conflict. This suggests the value of controlling

[2]Adapted and modified from Justin G. Longenecker and Charles D. Pringle, *Management* 5th Ed. (Columbus, Ohio: Charles E. Merrill Publishing Co., 1981), pp. 248–249.

such.
circles. This control of conflict can lead to desired outcomes—better ideas and
conflict.

increased productivity.

SELF-CHECK

a. Check your answers.
b. Your score is_____

SELECTION III

The Study of Distributions[3]

The first question a geographer asks about anything is, "Where is it?" Plotting the location of things or people on a map reveals their patterns of distribution. There can be no doubt that this is a very efficient way to discover areal relationships between two or more variables. But does this mean, as some wake when assert, that geography can be defined as the study of distributions—"the where very of things?" Rocks, plants, houses, tasks, all are somewhere on some earth's in people, the surface. Is the distributor supposed to plot distributional parcels of any and all geographer patterns objects? Where are his guide ways, his limits, in such an enterprise? rangers? lines, all

There is another more important objection. Location by an object is an obvious of the object itself well, therefore, is a legitimate side of the concern attribute not, throw of those sciences that study the markedly. One can hardly imagine why a zoologist in describing the surface will ignore its natural mean. However, showing the distribution with the tiger on a map does not make the zoologist a geographer. It all tracks down to this: plotting distributions is a very important procedure in

[3]Jan O. M. Broek. *Geography: Its Scope and Spirit* (Columbus, Ohio: Charles E. Merrill Publishing Company, 1965), p. 78.

geography but not the distinguishing hallmark of this discipline. As a procedure it is a means to an end, not the purpose of geography.

SELF-CHECK

a. Check your answers.
b. Your score is_____

UNDERSTANDING READING (Directions: Reread two of the three selections which you have just completed and write your responses here.)

	Passage	Passage
1. What or who is it about?		
2. What was said about it or them?		
3. What might have been meant?		
4. Were things compared? What things?		
5. Were things listed? What was listed?		
6. Did some things seem to make others happen? What were they?		

7. Were things explained with examples?		
8. Was the purpose for writing to: a. convince you? b. inform you? c. entertain you?		
9. Can you use the information? How?		

SEVEN

Study Reading

In Exercise O in Chapter 1 you observed some behaviors that you use as you study read. Chapters 2 and 3 provided you with some practice with writing questions and answers and organizing yourself to remember. Chapter 3 introduced you to nine questions that could be asked about the content of what you read. These questions were designed to help you focus on important information as you read. Chapter 5 presented you with some strategies for marking definitions, descriptions, examples and explanations. These markings usually signal important information found in your reading. Here, you will use your combined skills from those chapters to facilitate the development of a study-reading system. In this chapter you will organize a set of strategies into a study-reading system. You will then practice using the system as you read passages in this chapter and passages you select outside of the chapter. Your study reading will include managing your time, thinking, questioning, reading and marking and test preparation.

MANAGING STUDY

Preparing to study read requires a serious commitment. In Chapter 1, Exercise O, you asked yourself about some of your study habits. This examination of your habits or what you do as you study can help you determine how skilled you are at studying. Self-directed study management, note taking and summarizing, finding information you need and using the writer's clues to think and learn are study-skill areas that can be developed to make you a more productive learner. The study-skills area—

managing myself or organizing for self-directed study—includes a look at your place of study, your study tools, your regularity of study and your means of studying. If most of your responses to the items under *Self-Management* in Exercise O were in the second or third columns, we suggest the following:

Place of Study

Select a place for study where you will be undisturbed. Make sure that your place of study has even lighting that is free of shadows and glare. Shadows and glare can tire your eyes and interrupt your study.

Study Tools

Keep your tools for study with you when you study. Your tools include paper, pencils, pens, dictionaries, thesauruses or anything that helps you achieve your study goals. These tools should be arranged so that they are accessible.

Use of Study Time

Plan to use your time productively. In order to do this you will need to analyze your present use of time so that you can determine what you must do to make better use of it. We suggest that you write out a schedule of your weekly activities. Your schedule should include daily times for study in your study place.

Before developing your schedule, read through the following schedules. Schedule A and Schedule B are schedules that were filled out by students when they were asked to show how they used their time during the week. Schedules AA and BB are reworked schedules to show a more efficient use of time. Notice that schedules AA and BB students have indicated what they study and whether their study time is used for preparation of an assignment or review. Some activities, such as television (TV) watching, have been changed or eliminated to make more time for study. Leisure reading has been added.

Schedule C is a blank schedule. Use Schedule C to prepare a schedule for yourself. Your schedule should include times for study, rest, meals, family duties, work, classes, recreation, civic responsibilities, and so on. Write your schedule in pencil so that you can erase and change it as you find more productive ways to use your time.

Suggested Study Session

You will need to pace yourself during study time. Within a 50-minute study session you can divide your work into smaller, timed segments. For example, you may give yourself a specific amount of time to read, mark and study each section of your assignment. At first you may not fit the work into your designated time slots, but your intent to follow the schedule and your repeated thoughtful practice is likely to make this system work very well for you. After 50 minutes of study it is a good idea to take a five- to ten-minute rest. During your rest break, you should stand, walk

Schedule A—Full-time Student

	Sun	Mon	Tue	Wed	Thu	Fri	Sat
6–7	SLEEP						SLEEP
7–8		DRESS, EAT					
8–9		TRAVEL TO CLASS					
9–10		CLASS	CLASS	CLASS	CLASS	CLASS	
10–11		CLASS	CLASS	CLASS	CLASS	CLASS	
11–12	CHURCH	BREAK	BREAK	BREAK	BREAK	BREAK	FAMILY DATES, ERRANDS
12–1		EAT	EAT	EAT	EAT	EAT	
1–2	TV	CLASS	WORK-STUDY	CLASS	WORK-STUDY	CLASS	
2–3	SPORTS	LAB	WORK-STUDY	LAB	WORK-STUDY	FREE TIME	
3–4		BREAK	WORK-STUDY	BREAK	WORK-STUDY	HOME	FREE TIME
4–5		CLUB	WORK-STUDY	BREAK	WORK-STUDY	FREE TIME	
5–6		HOME	HOME	HOME	HOME		
6–7	EAT	EAT	EAT	EAT	EAT	EAT	EAT
7–8		SLEEP (STUDY)	SLEEP (STUDY)	SLEEP	SLEEP	TV	FREE TIME
8–9		TV	TV	TV	TV	TV	
9–10		TV	TV	TV	TV	SOCIAL ACTIVITY	
10–11	STUDY	STUDY	STUDY	STUDY	STUDY		
11–12	STUDY	STUDY	STUDY	STUDY	STUDY		

Schedule AA—Full-time Student

	Sun	Mon	Tue	Wed	Thu	Fri	Sat
6–7	SLEEP →						→
7–8		DRESS, EAT →				→	SLEEP
8–9	FAMILY	TRAVEL TO CAMPUS →				→	EAT
9–10	CHURCH	CLASS: PSYCH. (LECT. - DISC)	CLASS: SPEECH (LECT. - DISC, DEMONST)	CLASS: PSYCH. (LECT., DISC)	CLASS: ART HISTORY (LECTURE)	CLASS: PSYCH (LECT., DISC)	FAMILY
10–11	LEISURE	CLASS: PHYS ED (LECTURE)	CLASS: SPEECH (LECT., DISC, DEMONST)	CLASS: PHYS ED (ACTIVITIES)	CLASS: SPEECH (LECT., DISC, DEMONST)	CLASS: PHYS ED (ACTIVITIES)	DUTIES, ERRANDS
11–12		BREAK: GO TO LIBRARY, REVIEW PSYCH		BREAK: GO TO LIBRARY/CHECK CLASS ASSIGN		BREAK: QUICK REVIEW OF WORDS PSYCH NOTES	
12–1		EAT →					→
1–2	TV SPORTS OR OTHER	CLASS: CHEM (LECT., DEMO)	WORK - STUDY JOB	CLASS: CHEM (LECT., DEMO)	WORK - STUDY JOB	CLASS: CHEM (LECT., DEMO)	STUDY: WORK ON ART SCHOOL
2–3	LEISURE ACTIVITY	LAB: CHEM		LAB: CHEM		STUDY: CHEM (PREP. ASSIGN)	ENGINE AT (OR OTHER SPECIAL
3–4		STUDY: CHEM (REVIEW LAB + HOMEWORK PROB)		STUDY: CHEM (STUDY READ)		STUDY: PSYCH (PREP. ASSIGN)	ASSIGNMENT)
4–5		TENNIS CLUB		PSYCH (STUDY CHART PREPARE)		STUDY: SPEECH (REVIEW NOTES)	FREE TIME
5–6		TRAVEL HOME	TRAVEL HOME →		→		
		TRAVEL HOME	READ OR READ FOR LEISURE →		→		
6–7		EAT →			→		
7–8	STUDY: CHEM (LABORATORY REPORT ASSIGN.)	STUDY: CHEMISTRY (STUDY READ)	STUDY: SPEECH (STUDY READ)	STUDY: ART HISTORY (STUDY READ)	STUDY: CHEM (STUDY READ)	FAMILY DUTIES	EAT
8–9	STUDY: PSYCH (LABORATORY REPORT)	STUDY: PSYCH (STUDY, READ)	STUDY: ART HISTORY (STUDY, READ)	CIVIC ACTIVITY	STUDY: PSYCH (STUDY READ)	SOCIAL	FREE TIME
9–10	FAMILY TIME, TV	STUDY: ART HISTORY (REVIEW NOTES)	STUDY: REVIEW NOTES CHEM PSYCH +	STUDY: SPEECH (STUDY READ)	STUDY: SPEECH (STUDY READ)	ACTIVITY	
10–11	OR LEISURE READ	LEISURE READ MUSIC OR TV	CHEM. LEISURE READ MUSIC OR TV	LEISURE READ MUSIC OR TV	LEISURE READ MUSIC OR TV		
11–12	SLEEP →						

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Schedule B—Part-time Student

	Sun	Mon	Tue	Wed	Thu	Fri	Sat
6–7		GET UP	GET DRESSED AND PREPARE MEAL				
7–8		TRAVEL	TO WORK →				GET UP & PREPARE MEAL
8–9	PREPARE MEALS AND EAT	WORK →					FAMILY DUTIES
9–10							ERRANDS
10–11							
11–12	CHURCH						
12–1							
1–2							
2–3	EAT						
3–4	FREETIME						EAT
4–5							CHORES
5–6		TRAVEL	TO CLASS →			TRAVEL HOME	
6–7		CLASS: PSYCH	CLASS: BNS.	CLASS: PSYCH	CLASS: ENG.	EAT	
7–8	EAT					WITH FRIENDS	SOCIALIZE
8–9	FAMILY	TRAVEL	HOME →				
9–10		EAT TV	EAT TV	EAT TV	EAT TV		
10–11		TV	TV	TV	TV		
11–12	STUDY	STUDY	STUDY	STUDY	STUDY		

Schedule BB—Part-time Student

	Sun	Mon	Tue	Wed	Thu	Fri	Sat
6–7		DRESS, PREPARE MEAL, EAT →					
7–8		TRAVEL TO WORK →					DRESS, PREPARE MEAL, EAT
8–9	DRESS, PREPARE MEAL, EAT	WORK →					FAMILY DUTIES, ERRANDS
9–10	FAMILY						
10–11							
11–12	CHURCH						
12–1	LEISURE						
1–2	EAT						
2–3	TV SPORTS OR OTHER						
3–4	LEISURE ACTIVITIES						
4–5							
5–6		EAT TRAVEL TO CLASS →	EAT	EAT	EAT	TRAVEL HOME EAT	CIVIC ACTIVITY
6–7	EAT	CLASS: PSYCH	CLASS: ENG.	CLASS: PSYCH	CLASS: ENG.	FAMILY, TV LEISURE, READING	
7–8	FAMILY					STUDY: PSYCH PREPARE FOR ASSIGN.	
8–9		TRAVEL HOME → FAMILY CONCERNS/TUTOR → CHILD REARING/USE →				STUDY: ENG. PREPARE FOR ASSIGNMENT	SOCIAL ACTIVITIES
9–10	STUDY: PSYCH PREPARE FOR LECTURE & READING NOTES	STUDY: PSYCH STUDY, READ ASSIGN.	STUDY: ENG. STUDY, READ ASSIGN.	SAME AS MON.	CIVIC	FAMILY DUTIES OR SOCIAL ACTIVITIES	
10–11	STUDY: ENG. REVIEW LECT & READING NOTES	STUDY: EMPH. REVIEW ASSIGN. DUE TUES.	STUDY: PSYCH REVIEW		ACTIVITY		
11–12							

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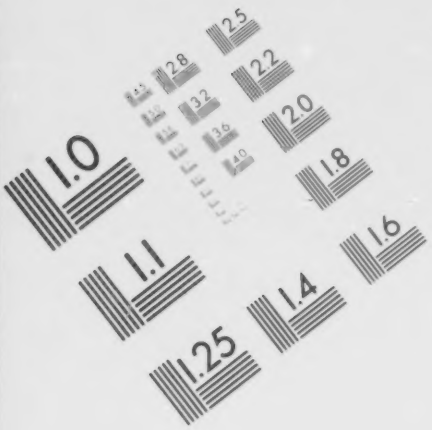

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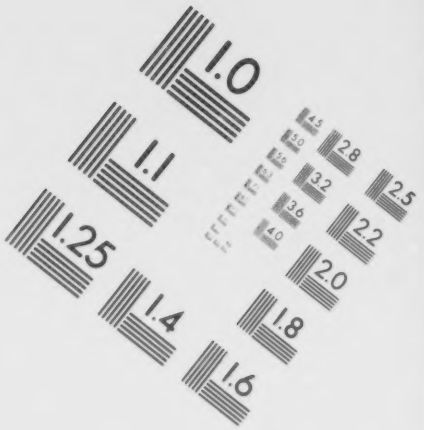
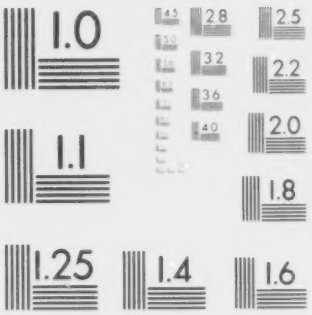
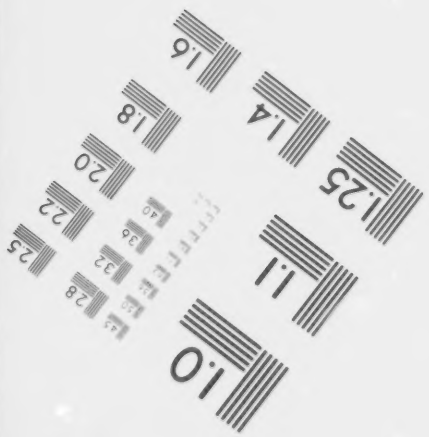
301/587-8202







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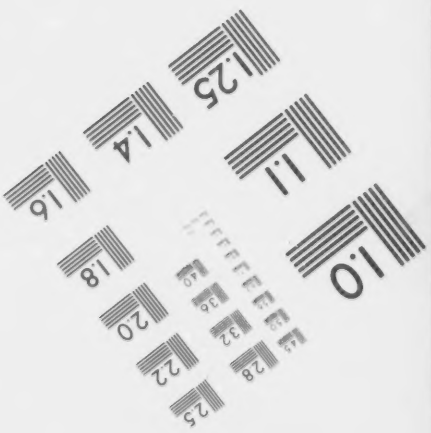


Schedule C—Yours

	Sun	Mon	Tue	Wed	Thu	Fri	Sat
6–7							
7–8							
8–9							
9–10							
10–11							
11–12							
12–1							
1–2							
2–3							
3–4							
4–5							
5–6							
6–7							
7–8							
8–9							
9–10							
10–11							
11–12							

around or stretch. These activities can help to relieve fatigue or tension that may have built up from studying as you sat. They may also refresh you so that you can work for a longer period of time. Following your rest period you can select a different subject to study or continue to work on the assignment you have started. Some subject areas may require longer than 50 minutes of study a day, so use the amount of time you need. You may find that some subjects are more difficult for you than others and they require more time and attention.

Handling a Study Assignment

Start with setting your objectives for using your time. If you have a general schedule, you may already have determined which subject you will study and the type of studying you must do. Next, determine how you will achieve your specific study objectives within the time available. For example, assume that you have received an assignment for your psychology class on Monday. The assignment is to read a chapter, answer five questions about the chapter and be ready for discussion of that chapter during your next class period. Your next class period is Wednesday. This means that you have two days to prepare your assignment. Your task, now, is to work time into your schedule for handling that assignment. Following is a suggested format for working through your assignment.

Suppose that your study periods for studying psychology are 7:00–8:00 on Monday and Tuesday evenings. During the Monday evening study period, read and think about the questions so that you can determine what to concentrate on when you read. Then, read and mark your textbook. During your Tuesday evening study session review your markings and write answers to the assigned questions. On Wednesday during your 30-minute break just before class you can review the questions and answers and as many of your textbook markings as you have time for.

Notice that we suggested that you complete the assignment in two sessions. There is a good reason for suggesting two shorter sessions rather than one long session. First, the shorter session allows you to work refreshed. Second, working on an assignment in two sessions allows you to space your practice. Spaced practice has been demonstrated to be more helpful than one long practice when you want to learn and remember information. Each time that you study the same information after a day or more you become more and more familiar with it. When you study information this way you are more likely to remember it when you need to.

Your Body

As you plan to manage yourself so that you can utilize your time to its fullest, include appropriate eating habits (morning, noon and evening meals) and enough sleep and exercise to maintain a healthy active body. Your body needs care, so you must fuel, rest and exercise it. When your body is well fed, exercised and rested it allows you to concentrate on your studies.

THINKING AND SKIMMING

Study reading is purposeful. Directed thinking serves to formulate purposes as we search for information in written material. And, skimming can be an active reflection

of the directed thinking that we do as we study read. Purposeful directed thinking is done when we decide to read with a particular goal in mind. We may set the goal or it may be set by someone else. For example, assume that an instructor has returned a recent test to you and has incorrectly marked a five-point question wrong. Here, you can apply the skimming element of the study-reading system for your benefit. You can skim your textbook to find the specific information that proves that your answer is accurate before you ask the instructor to reevaluate your answer. In this instance you have set your goal for using your textbook. Your goal was to find specific information to verify your answer. In another instance your instructor may direct you to read and answer a list of questions that summarize the contents of a chapter in your textbook. When the instructor makes the reading assignment, the instructor has set the goal. Furthermore, the goal is different from the one you set about the test question in that the instructor asked you to seek a broader range of information. Still, the application of a study-reading system based on purpose-directed thinking can help you achieve both goals.

Skimming (as used in this book) is achieved by thoughtfully searching written material with one of two goals in mind. The first goal relates to the example of verifying the test answer—the rapid identification of specific information. The second goal relates to the reading and summarizing example—the rapid determination of the nature of ideas found in written material. In other words, the second goal is to get the general idea or "gist" of what is presented. Thinking and skimming then is a purpose-directed reading activity.

QUESTIONING

Productive readers ask questions. The more questions you raise about what you read, the more productive you are likely to be as a reader. In Chapters 2 and 3 you practiced asking questions about the content of what you read. In this chapter, you will have the opportunity to use your questioning skills in the development of your study-reading system. Your study-reading system should encourage you to raise and answer questions systematically until your purposes are met.

Questions in your study-reading system may be formulated by using titles and subtitles of chapters in your textbooks and articles which you read. For example, from a chapter you may use a title such as "The Location and Function of Capitals," and subtitles such as "Regional Capitals" and "Natural Capitals" to formulate questions. Questions about the title may be "Where are capitals located?" and "What are some functions of capitals?" Questions about the subtitles may be "What is a regional capital?" and "What is a natural capital?"

In addition to those questions that you raise about titles and subtitles, you can ask those questions presented in the *Understanding Reading* chart (Chapter 3). After you have asked your questions, write answers for them as you read. Later you can organize your answers into study notes so that you can easily review and recall the information you need.

We have used the following article, *Aspirin Consumption*, to demonstrate the process that asks the reader to: (1) raise questions, (2) read, (3) write answers to questions raised and (4) write study notes that can be used, if necessary, in preparation for test taking. Titles and subtitles have been converted to or used as the basis for generating questions. As more specific information was needed, the *Understanding Reading* chart's questions were added. Study the example by first reading the questions we wrote. Second, read a section of the article. Third, read the questions

and answers. Continue this pattern as you read each section in the article. Notice that we placed study notes that have been rewritten, on the basis of the questions and answers, at the end of the article.

Aspirin Consumption[1]

Who consumes aspirin?
What was said about them?

Americans take over 20 billion aspirin tablets a year. Aspirin also is a significant ingredient in many prescription drugs and in over-the-counter medicines such as cough and cold remedies. Daily consumption of aspirin in the country amounts to more than 20 tons. That makes aspirin America's most widely used drug.

Who consumes aspirin? Americans
What was said about them? They take more than 20 tons of aspirin a day.

USEFULNESS OF ASPIRIN

How is aspirin useful?

Aspirin is a remarkably useful drug. It's well known that it lowers fever temperatures rapidly and is a superior drug for relieving minor aches and pains. Aspirin is the first drug of choice to reduce the pain and inflammation of rheumatoid arthritis. Its effectiveness in reducing inflammation also makes it important in the treatment of rheumatic fever.

Recent studies have shown that aspirin appears to help reduce the risk of stroke in men who have had attacks in which symptoms suggesting stroke appear and then fade fairly rapidly.

How is aspirin useful?
—it lowers fever
—it relieves pain
—it reduces inflammation
—it can help reduce the risk of stroke

DANGERS OF ASPIRIN

What are the dangers of aspirin?

Because it is so widely used people tend to think there are no risks in taking aspirin. It is true that it is relatively safe when used as directed but, like any other drug aspirin has a potential for harm. For instance, aspirin can cause heartburn, dyspepsia, stomach discomfort, nausea, and vomiting, as well as stomach ulcers, erosion of and bleeding from the lining of the stomach, and even gastrointestinal hemorrhage. Bleeding of the stomach lining causes no obvious effects in most cases, but when aspirin is taken over a long period, there sometimes is enough loss of blood to cause iron deficiency anemia.

(Even though there are four paragraphs under this subtitle, we found the answer to our question in the first paragraph.)

[1]Flora Taylor, "Aspirin, America's Favorite Drug," *FDA Consumer*, U.S. Department of Health and Human Services, Food and Drug Administration HHS Publication No. (FDA) 81-3115. (U.S. Government Printing Office 1981—341–174/16), 1981.

Notice
stions

What are the dangers of aspirin? It can cause many problems. Some problems are: heartburn, nausea, vomiting, and iron deficiency anemia

(For the remaining paragraphs, we used questions from the "Understanding My Reading" chart.)

What or who is this about?
What was said about it or them?

Aspirin not only initiates bleeding, but it can prolong bleeding. In the normal individual this causes no problem, but aspirin should be avoided by people who are expecting to undergo surgery or who have vitamin K deficiency or hemophilia. Patients taking anticoagulants—drugs that thin the blood—should avoid aspirin, unless their doctor orders it, as should those who have liver disease. Severe liver damage can limit the production of prothrombin, a blood clotting factor.

What or who is this about?
—people who should avoid aspirin
What was said about it or them?
—they shouldn't take it if they are expecting to undergo surgery
—they shouldn't take it if they have vitamin K deficiency

What or who is this next paragraph about?
What was said about it or them?

Aspirin interferes with blood clotting and, if taken in the last 3 months of pregnancy, can prolong pregnancy and labor and cause bleeding before and after delivery.

What or who is this about?
—problems aspirin can cause
What was said about it
—it can interfere with blood clotting
—it can prolong pregnancy
—it can cause bleeding before and after delivery

What or who is this last paragraph about?
What was said about it or them?
Were things listed? What?

As few as 12 tablets of aspirin a day can induce mild poisoning called "salicylism." This condition is characterized by a variety of symptoms including headache, dizziness, ringing in the ears, difficulty in hearing, dimness of vision, and drowsiness. More severe poisoning can disturb the central nervous system, cause skin eruptions, and alter the acid-base balance, making the person's breath smell like acetone or nail polish remover. Luckily for the aspirin user, ringing in the ears is a warning sign that too much of the drug has been consumed.

What is this about?—aspirin can cause poisoning
What was said about it?—as few as 12 a day can poison you
Were things listed? What?—some clues to poisoning were listed as: dizziness, ringing in the ears, drowsiness.

Now, reread the questions and answers in the article. We have rewritten our notes to make them easier for us to remember. Read through our rewritten notes.

Study Notes—
—Americans consume about 20 tons of aspirin a day.
Usefulness of Aspirin—
—aspirin lowers fever
—aspirin relieves pain
—aspirin reduces inflammation
—aspirin can help reduce the risk of stroke
Dangers of Aspirin—
—aspirin can cause many problems
—some problems are: heartburn, nausea, vomiting and iron deficiency anemia
—people should avoid aspirin when, (a) they are expecting to undergo surgery, and (b) they have a vitamin K deficiency
—aspirin may interfere with blood clotting
—aspirin can prolong pregnancy
—aspirin can cause bleeding before and after delivery
—aspirin can cause poisoning
—as few as 12 a day can poison you
—some clues to poisoning are: headache, dizziness, ringing in the ears, drowsiness

What does this information mean to me?
I should be careful about taking a drug that can cause the problems that aspirin can cause.

NOTETAKING

A useful study-reading system includes notetaking. Recording and organizing information that you need to remember and use is a skill that you practice constantly. You do it informally when you remind yourself to shop for some needed item, when you count the number of buses that have passed you by as you walk toward your destination and when you estimate the number of people attending a concert so that you can tell your friends about it. When you take these unwritten notes during everyday experiences you observe, analyze and store information. Similarly, when you take notes as you read you follow the same observation, analysis and information-storing pattern.

The purpose of taking notes is to record needed information accurately and quickly so that it is available to you when you need it. One efficient way to do this is to take notes directly in the book you are reading. And, a second efficient approach to notetaking is to record useful information in a looseleaf notebook.

Notetaking and Bookmarking

Notes can be written in the margins and in other spaces in the books to highlight important information. Also, you can mark and underline important information.

Earlier in this book we suggested that you use certain symbols to mark specific kinds of information as you read. These markings can be combined with a number of others that fit your needs as you take notes in specific classes. For example, we suggested that you mark definitions with *def*, examples with ex, descriptions with *des*, and that you underline explanations. In addition to these marks you may want to number, as 1, 2, 3 and so on, a series of important facts or ideas; write a question mark near information you do not clearly understand; and mark with a star any information you believe to be of special importance. Study the following marked article. Particularly, study the important marked information so that you may better understand the article.

The Sodium Content of Your Food[1]

INTRODUCTION

3 WAYS BODY USES NA

Sodium is a mineral element necessary for proper body function. It is involved in maintaining blood volume and cellular osmotic pressure and in transmitting nerve impulses.

DAILY NEED

Body needs for sodium are not great. Intakes of 1,100 to 3,300 milligrams of sodium per day are considered safe and adequate for the healthy adult by the Food and Nutrition Board of the National Academy of Sciences—National Research Council. Most dietary sodium is found in the form of sodium chloride, the compound we know as table salt, which is 40 percent sodium and 60 percent chloride. One teaspoon of salt contains approximately 2,000 milligrams of sodium. Current estimates of daily sodium intake by individuals are between 2,300 to 6,900 milligrams (about 1 to 3 teaspoons or 6 to 17 grams of salt). Many Americans consume more sodium than they need.

TABLE SALT NaCl

EFFECT OF EXCESS SODIUM

2 TREATMENTS FOR HBP

Excess sodium in the diet is believed to contribute to high blood pressure or hypertension in some people. Control of body weight and restriction of sodium intake from food, drinks, and drugs are among treatments prescribed by physicians to control high blood pressure.

SOURCES OF SODIUM

NA IN FOODS, DRINKS, MEDICINES

In addition to the salt we knowingly sprinkle on our food, many foods contain sodium as a part of their normal chemical composition. Household staples like baking powder and baking soda are sodium compounds. Some popular flavoring agents high in sodium are soy sauce, Worcestershire sauce, catsup, pickles, olives, garlic, onion, and celery salts.

NA USED IN PROCESSING RAISES NA CONTENT

Many processed foods contain added sodium. Salted or brined meats and fish are obviously higher in salt content than the uncured forms. Many canned vegetables are packed in salt solution or brine.

Frozen vegetables are usually processed without added salt. However, starchy vegetables like lima beans and peas are frequently soaked in brine before freezing. Frozen vegetables with added sauces, mushrooms, or nuts are higher in sodium than the plain varieties.

[1]Ann C. Marsh, Ruth N. Klippstein, and Sybil D. Kaplan, *The Sodium Content of Your Food*. U.S. Department of Agriculture, Home and Garden Bulletin No. 233. (U.S. Government Printing Office, Washington, D.C.), 1980.

Canned and frozen fruits are not usually processed with added salt, but some companies add small amounts of salt to prevent darkening of some fruits and to enhance flavor of applesauce. Some canned and frozen fruits, and most canned whole tomatoes, are dipped in sodium hydroxide so that they can be easily peeled. This process causes these foods to have higher sodium levels than are found in the fresh foods. Canned and bottled citrus drinks are sometimes buffered with sodium citrate. Sodium ion exchange is used in processing some wines to reduce sediment and clarify the product.

NA - CONTAINING AGENTS ADDED DURING PROCESSING.

Chemical ingredients which contain sodium may be added during food processing. Some examples of these ingredients are monosodium glutamate or MSG (a flavor enhancer); sodium saccharin (a sweetener); sodium phosphates (emulsifiers, stabilizers, buffers); sodium citrate (a buffer); sodium caseinate (a thickener and binder); and sodium benzoate and sodium nitrite (preservatives).

WATER — ANOTHER NA SOURCE

Another source of sodium is drinking water. The sodium content of drinking water varies considerably throughout the country. This variation also affects the sodium content of soft drinks and beer produced and bottled at different locations.

EFFECTS OF WATER SOFTENERS

INFO ABOUT LOCAL WATER SUPPLY

Water softeners raise the sodium content of water—the harder the water, the greater amount of sodium needed to soften it. In most states, the State department of public health can supply information on the sodium content of public water supplies and provide help in getting water from individual wells or water supplies analyzed.

IMPORTANCE OF READING LABELS

It is especially important for persons on salt-restricted diets to read ingredient labels carefully to see which, if any, sodium compounds have been included in processed foods. Those items listed first on the label are present in the largest amounts. Nutritional information on labels of some foods, such as breakfast cereals, shows sodium values. Some over-the-counter drugs, particularly antacids, contain sodium in significant amounts. Read labels carefully and ask your physician about using such drugs.

CAUTION: OVER-THE-COUNTER DRUG USE

POTASSIUM AND HIGH BLOOD PRESSURE

HBP PATIENTS CONTROL K LEVELS

Many patients with high blood pressure take diuretics and are advised to increase their potassium intake to replenish that lost in the increased urine volume. Bananas and orange juice are frequently recommended for their potassium content. Most fresh vegetables, fruits, legumes, and uncured meats are also good sources of potassium and add only small amounts of sodium to the diet. If you are thinking of using a potassium substitute for common salt, you should consult your physician before doing so.

WARNING: USE OF K AS SALT SUBSTITUTE

Notetaking in Your Notebook

We suggest that you use a looseleaf notebook when you take notes outside your textbook for at least four reasons. First, a notebook helps to keep notes together and in order. Notes written on slips of paper are easily lost. Second, notes kept in a looseleaf notebook can be supplemented or easily added to from various sources. For example, when your reading assignment and the instructor's lecture covers

similar information, you can place the notes from both together so that when you study you have all the related information readily available. Third, when you prepare to study for a test or quiz you can remove the notes from your notebook and rearrange them in various ways as you study. Fourth, you may find that when you review your notes, both from books and lectures, you can combine them into a more accurate and precise record of information. You can do this easily by rewriting and removing the old less useful notes.

Your notes are likely to be most useful to you if you (1) date them, (2) label them or tell what they are about, (3) list their source, including the book or article and page numbers, (4) routinely use textbook marking symbols combined with a system of additional symbols (abbreviations, ? ?, and so on) that you will recognize even a day or so after you have written the notes, (5) write legibly, (6) leave space between ideas so that if you need to add new or clarifying information you can do so easily.

What and how much should you write? What is written should depend on what you expect to do with the notes. The amount of detail is also dependent on your intended use. Thus, if your notes are to be used in preparation for taking a test requiring knowledge of many facts, your notes should contain the necessary details. On the other hand, if you are preparing to discuss broad issues or general ideas your notes can be written as a series of short summaries. Another factor that determines what you write is your previous knowledge of the subject. When your previous knowledge is less than sufficient, then new information will need to be written to include more detail than familiar information.

Assume that the following notes from *The Sodium Content of Your Food* article represent new information. Study the notes so that you will see how notes can be written in your notebook. After you have studied the notes, select an article or textbook chapter to study. Make notes in the actual article or chapter and also in your notebook.

Reading Notes Recorded in Notebook

Date: 2/12/___ Source: Article For Class: Chem 25
Title: *The Sodium content of your Food*

Intro

Sodium (Na) mineral used by body to
—maintain blood volume
dict. def. osmotic pressure—the force exerted by a solvent passing through a semipermeable membrane in osmosis, equal to the solution in order to prevent passage of the solvent into it (Webster's New World Dictionary, p. 1006, 1974) ? ? need to check meaning of def with instructor

—carry nerve impulses
Body does not need much sodium
—1,100 to 3,300 mg a day suggested by Food & Nutrit Brd of Natl Acad of Science
—1 tsp salt (NaCl) = 2,000 mg
—most Amer eat more

Effect of Excess Na

—contributes to high blood pressure which may be controlled by keeping weight down
getting less Na in food, drinks, drugs
Sources of Na
—salt (NaCl) on food
Na in foods
processed foods
sauces; garlic, celery, & other salts
olives, pickles, salted meat, fish
frozen vegetables sorted in brine (salted water)
lima beans, other starchy types
canned fruits & veget
NaCl added to stop darkening (applesauce)
" used to help peel (tomatoes)
canned citrus drinks
Sodium nitrite ($NaNO_2$)
Other agents added to food
MSG, Sacch.
Water
Drinking water
Amount varies place to place
soft drinks & beer varies accordingly
Water Softeners
Na added to soften hard water
State dept of Health provided info
on levels in specific water sources
Importance of Reading Labels
—especially for persons on salt-free diets
—non-prescript drugs often contain high Na levels
—see Dr. before taking these
High Blood Pressure (HBP & Potassium (K))
—HBP patients often take diuretics to get rid of extra fluid—low level of K results
—Eat fresh veget & fruit (Bananas, peas, beans) & drink orange juice to replace K
—However, see Dr. before using K for NaCl

Summary of notes: *Sodium (Na), a major part of table salt (NaCl) is necessary for body functioning in small amounts (1,100 to 3,300 mg a day). But taken in large amounts, Na can be a major contributor to high blood pressure. Na is found in food, particularly processed food, drinking water, and in some over-the-counter drugs. Persons with high blood pressure are urged to read labels carefully so that they can reduce Na intake by adding less table salt and watching the intake of foods and water that contain excessive amounts of Na.*

STEPS IN STUDY-READING SYSTEM

Throughout this chapter we have referred to a study-reading system. That system is described in the various sections of this chapter (*Thinking and Skimming, Question-*

ing, Notetaking in your text and Notetaking in your notebook). Collectively those subsections represent the study-reading system. As you study refer to the following six steps to ensure that you are using the system correctly.

Step 1. Skim the entire section of the material to be read to find out how much information is included and to determine what the writer views as important. Heavy or attention-getting print, introductions, summaries, charts, graphs and pictures usually represent information the writer believes is important.

Step 2. Write and answer questions about the heavy or special print and other attention-getting features mentioned in Step 1.

Step 3. Ask yourself if you have enough information from your written material to serve your purpose. For example: Do I have enough information to: (a) pass a test with questions about specific details, (b) write a detailed summary, (c) contribute information to a discussion and (d) solve a problem?

Step 4. Use the *Understanding Reading* chart to systematically ask and answer additional questions if your purpose was not met in Step 3.

Step 5. Write your study notes using information from your questions and answers and any additional reading you needed to do.

Step 6. Review by reciting the information until you "know it cold."

TAKING TESTS

Test preparation begins with systematic study. One effective way to prepare for taking a classroom test is to use your study-reading system from the very beginning. This will allow you to become thoroughly familiar with the material. One or two days before test time, develop your own test of the information and take it. Use your marked textbooks and notes to check your answers. If other students are available who will take the same test, exchange and discuss notes with them.

It is important that you learn and remember the information very well. You can do this with repeated review of the material even when you feel you already know it. The repeated review of information will give you the confidence you need to take the real test successfully. Then, you can use more of your energy carefully reading, thinking and responding accurately to each test item.

Most people experience some anxiety about taking a test, even those who study systematically. However, once the test has begun, those who studied well are likely to see the benefits of their study as they confidently answer question after question, thereby, reducing their anxiety considerably.

Knowing the content of a test you must take will get you past a major hurdle. However, it is also important to be aware of a series of factors that can make the difference between a good and a better grade or even a passing and a failing grade. Read carefully and consider the following.

Directions

Understand the directions. Read your directions carefully. If there is a word or group of words that you do not understand, ask for an explanation. After the examiner explains the word, restate the meaning in your own words to the examiner. Then ask the examiner if your restatement is accurate.

Time

Be aware of the length of time that you have for the test so that you can divide your time in a way that allows you to complete as much of the test as possible. Plan to use more time on those sections of the test that yield the most credit. So, look over your test immediately and make some general decisions about how much time you will use on each section. Do not lose points when you do know the answer. Respond to each item you are sure of. If you have the time later, make careful guesses about those you think you know.

Read the Test

Read through the entire test quickly. As you read, place a check mark (✓) beside the test items that you can respond to immediately.

Answer the Test Items

First, answer the test items that you checked (✓) during your first reading. Second, study and reason through answers to the other test items that you think you know. An educated or reasoned guess is likely to gain points for you. If you leave blanks, no points can be gained. However, find out if you will be penalized for guessing before the test begins. Then decide whether or not you can afford to guess answers.

If some test items are worth more credit than others, answer them early in the test period. When you have responded to all the items that you think you can answer correctly use the remaining time to study and answer the items that are the most difficult for you. If you take the time to remember that your purpose for taking the test is to show what you know about a subject, you will want to take the time to decide how to demonstrate your knowledge effectively.

Words to be Aware of in Tests

As you read test items look for two types of words. One type will tell you how to respond or how to answer test items. Another type will change the item meaning. Underline these words to remind yourself to read and interpret them carefully. We have listed, explained and provided item examples of some words that frequently appear in tests. The words define, discuss, compare and contrast, and list are words that you are to respond to in a very specific way. Study the following examples carefully.

a. Define—requires you to tell the meaning of or to state the characteristics of the thing to be defined.

   Test item: Define the term cubism.
   Answer: Cubism can be defined as a type of art that uses geometric figures, particularly cubes, in abstract arrangements. The arrangements tend to represent ideas in an abstract way rather than present a realistic picture of them.

b. Discuss—requires you to tell what is known about a person, place, condition or thing.

Test Item: Discuss the climate of the port city of Belém, Brazil.
Answer: The climate at Belém, Brazil is tropical. There is a great deal of rain and the temperature averages about 80°F. Most of the rain occurs between January and June. Further, ...

c. Compare and contrast—These words require you to tell how things are alike and different.

Test Item: Compare the merchandising practices of wholesale and retail stores.
Answer: Wholesale and retail stores function in both similar and different ways. Their practices are similar in that they both sell goods. They function differently in that wholesale stores are likely to sell at lower cost per item than retail but, on the other hand, may require that a larger volume of items be purchased. Other similarities and differences are . . . .

d. List—requires that you write a series of items that may be numbered.

Test Item: List the states in the United States that border Mexico.
Answer: The states that border Mexico are:

1. California
2. Arizona
3. New Mexico
4. Texas

Notice that we restated the test item in our answers first. Then we answered the item as directly as possible in the next sentences. You need to say as much as you can as soon as you can when answering questions like those above.

Other words that you need to be aware of are those that change the meaning of an item. We have underlined such words in the following test items.

a. Test Item: All the characteristics listed below are common to heat except one.
   1. causes objects to contract
   2. signals a rise in temperature
   3. changes matter states
   4. radiates waves of energy

The answer is number one. Notice that we have underlined two words in this test item. These words must be read and interpreted carefully to ensure a correct answer. The word *all* means just that. However, the word *except* warns us that meaning of *all* will be modified or changed in some way. Careful reading of this item tells you that you must select one answer only.

b. Test Item: Photosynthesis, the biological process that uses light in the nourishment of some plants, does not occur in the:

1. Philodendron
2. mushroom
3. fern
4. dandelion

The answer is number two. Photosynthesis occurs in green leafy plants. Notice that we underlined the word, *not*. This word changes the sentence so that it is opposite in meaning.

c. Test Item: Columbus sailed to the new world in three ships: the Niña, the Pinta and the Mayflower.

The answer is false. When you read true or false items be sure to read the entire item before answering. Frequently, if a series of facts is listed (Niña, Pinta, and so on) in an item such as this one, one of the facts will not fit and will cause the statement to be false.

d. Test Item: According to Jean Piaget, the Swiss psychologist, children learn about their world in six developmental stages. The first of these is the_____stage.
The answer is sensorimotor. Notice that this item required that a statement be completed. The words *according to* limited your answer to Piaget's developmental levels.

e. Test Item: Which of the characteristics listed below represent the results of the presence of heat?
1. causes objects to contract
2. signals a rise in temperature
3. radiates waves of energy
4. *only* 1 and 2
5. *only* 2 and 3

The answer is 5, *only* 2 and 3. Notice that *which* and the *s* at the end of characteristics are underlined. These signal that your answer could represent more than one characteristic. The word *only* emphasizes the idea that the answer includes those characteristics cited (2 and 3) and no others.

EVALUATION

In this chapter you have studied how to organize a set of strategies into a study-reading system.

As in Chapters 2 through 6, the following selections, written at varying levels of difficulty, have been designed to help you measure your progress in reading. Read the following selections and circle the words that make the reading make sense. Use your study-reading system to help you better understand the selections. After you have finished reading and circling words in the selections, reread two of the three selections and write study notes in the space provided. Writing study notes can provide you with a clearer understanding of the selection.

Check your answers after you have read the selections, circled the words and written study notes. The highest possible score that you can earn for each selection is 25. Remember, that a score of 21 or more means that you are progressing very well with your reading. Record your score after each selection in the space provided.

SELECTION I

Open Dating[3]

Many manufacturers date their products to help consumers obtain food that is fresh and wholesome. This process is called open dating. Four kinds of open dating are oftentimes used. It helps to know what kind of dating is used and what each kind means.

Pack Date—This is the day box fresh food was manufactured, processed or packaged. old tell six. This date tells how strict food is when you buy it. The importance of lifted. help kind all now like them date to consumers depends on how quickly food spoils. Most drafted and this was canned packaged foods have it no long shelf life when stored lined under dry, cool conditions. a should

Hold that shelf,
Pull or Sell—Therefore is the last date has the product should be stopped, This was sold, assuming it has been cleaned stored and handled in the correct long way. The pull date product task clever lapse cuts, belongs for some storage time around the home refrigerator. Cold cream, ice allows in dry, cream, milk, and oven liver fresh dough products are examples most of foods with refrigerated pictures dates. pull notes. sold.

Expiration Date—This is the date timely nut should be eaten or shelved. hungrily. Baby food used.

[3]Margaret Morrison, "Open Dating." *FDA Consumer* U.S. Department of Health and Human Services, Food and Drug Administration, HHS Publication No. (FDA) 77-2083 (U.S. Government Printing Office, 1980—311-254/82), 1977.

formula and yeast are some examples of products that may illness carry expiration dates. top cool

Freshness Date—This is time similar to the expiration date but may allow for can

normal home storage. Some bakery products that have a freshness date are sold

at a reduced price for a short time after the expiration date.

SELF-CHECK

a. Check your answers.
b. Your Score is_____

SELECTION II

Temperature Distribution[4]

The atmosphere is largely transparent to incoming solar radiation. Hence, most of the sunlight heats the ground, not the air. How hot the ground (wild / stops / gets) depends on how much (sunlight / inside / outdoors) is reflected and (air / how much / why) heat is conducted about the ground. If the (when / air / into) is dark (a poor reflector) and conducts (sliding / ground / bar) poorly, the temperature can (climate / moist / heat / come / be) extremely high. Sand is even (at / a / instead) poor heat conductor, mainly because air is trapped among (land / several / below) grains. Air is an especially (the / clearly / poor) conductor, which is why (it / mixed / we) use double-paned windows with (an / fixed / lightly / hot) air space between to (smoke / keep / meter) heat in buildings.

After the (high / surely) ground gets hot, the (quickly / water / air) in contact with the (sandy / cloud / ground) begins to warm by (special. / reflection. / conduction.) However, since air is (such / nearly / course) a poor conductor, it (did / spatial / would) take a very long (using / wind / time) to heat the air a (on / few / no) feet above the (nearly / shell / ground) if conduction were the (mild / blue / only) mechanism. Conduction does heat (the / very / fine) air very close to the ground, perhaps 0.04 centimeters above it. This heated air expands and becomes so light that the air above the next layer is actually denser. This heavy air begins to sink in certain places, while the warm, light air rises in others.

[4]Richard A. Anthes, Hans A. Panofsky, John J. Cahir, and Albert Rango. *The Atmosphere* (Columbus, Ohio, Charles E. Merrill Publishing Company), 1975, pp. 80–81.

These upward- and downward-moving bubbles of warm and cool air are called *convection currents*. These convection currents heat the air higher up by carrying hot air upward in the thermals and mixing with the air aloft. The convection currents can actually be seen, because the associated variations in density cause shimmering of light.

SELF-CHECK

a. Check your answers.
b. Your Score is_____

SELECTION III

Common Sense[5]

Trial-and-error answers—including answers which seem to be self-evident—lead to common-sense solutions. It is not clear how a person uses common sense to arrive at tentative answers, since the process is not structured beyond the use of intuition to generate a personally acceptable explanation. Also common sense does not generate the same answer to the same question for everyone using that approach. For some reason alone common-sense answers lack validity for making general and reliable decisions.

The mix of common-sense answers did lead to further refinements in inquiry, however. When questions were answered, knowledge was created. As intuition was gained knowledge of the world, they became aware of how orderliness within the universe also found that some common-sense answers allowed predictions to be made with reasonable degrees of accuracy. Prediction remains today one of the major functions of science. Nevertheless, when common sense is used to answer questions, as the questions become more sophisticated, less accuracy is found in the resulting predictions. Careful process lacks necessary structure.

[5]Charles D. Hopkins, *Understanding Educational Research* (Columbus, Ohio: Charles E. Merrill Publishing Company), 1980, p. 5.

To / A / Lost
however / degrees / questions
has / sees / is
major defect in attacking through common-sense alone
succeeding / element / search
that the varying human of subjectivity is involved in the process.

The observer may consciously or unconsciously select evidence to support what he or she already believes, may generalize from insufficient data, or may knowingly or unknowingly ignore important contributing factors.

SELF-CHECK

a. Check your answers.
b. Your Score is_____

1. My study notes for Selection_____

2. My study notes for Selection_____

EIGHT

What Has Been Learned and What Else Can Be Done

Chapters 1 through 7 provided you with opportunities to assess and expand your knowledge and skill in reading and studying. Specifically, Chapter 1 helped you to "get to know" yourself as a reader and learner. In Chapters 2 and 3 you had an opportunity to use strategies to help you understand what you read by focusing on the meaning of what is stated, the meaning of what might be suggested by what is stated and the ability to use information gained from what is written. In Chapters 4 and 6 you focused your attention on understanding word parts and understanding word relationships. Language styles were examined in Chapter 5. That chapter was designed to increase your awareness of language styles and their impact on reading and study. Chapter 7 guided you to develop your study-reading system. These seven chapters provided you with an opportunity to understand and practice productive reading behaviors. Additionally, each chapter provided you with a means of monitoring your reading progress through reading selections that varied in reading difficulty from easy pre-college to advanced college levels. In this chapter you will assess your progress based on instructional strategies described in Chapters 2 through 7. Also, if necessary, you will be directed to apply the strategies to additional reading materials so that you can continue to develop productive reading study behavior.

THINK/READ/ASS

The following activity is designed to assess your reading progress. Specifically, you will be using those reading skills studied in Chapters 2, 3, and 5. In those chapters

you were instructed to question the content of what is written so that you can get a clearer sense of its meaning. You were also instructed to pay attention to writers' language styles and patterns.

Read the following passage, Chemistry: A Physical Science, from beginning to end. Notice that words are deleted throughout the passage. Your task is to write in the missing words as you read. Use the information in the sentence as well as in the entire passage to help you select the words the author originally used. The words deleted from the passage are placed at the end of the passage in alphabetical order. Some words may be used in the passage more than once. A score of 15 or more means that you read the passage well by following the author's meaning. If you earn less than 15 points, restudy Chapters 2, 3 and 5. Then, select a passage of about three paragraphs from a book. Use what you know about language styles and questioning strategies to help you to understand the passage. Also, review the evaluation selections at the end of each chapter and think about your reasons for circling the words that helped you understand those readings.

Chemistry: A Physical Science[1]

Through the ages, man has learned many things about himself and his environment. However, it was not until he started to record his discoveries and observations that modern science, as such, began. Early scientists soon started to organize and classify their discoveries and observations. This organized knowledge has developed into the fundamental_____ __with which we are _____today. Each important discovery_____new avenues of study, _____result being the growth_____scientific knowledge at an _____rate.

All the sciences_____be grouped into two_____divisions: the biological sciences_____are concerned with living_____.

[1]Charles E. Dull, Clark H. Metcalfe, and John E. Williams, Modern Chemistry (New York, New York: Holt, Rinehart, and Winston, 1962), p. 2.

their structure, life processes,_____environment; and the physical _____, which deal with the_____relationships about us. An _____of basic concepts in_____sciences helps us to_____ and appreciate the order_____nature.

Chemistry is the_____dealing with the structure and_____ of materials and the_____in composition which these_____ undergo. During the present_____it has become more_____more evident that chemistry_____the key to the_____sciences. As a result, there is an increasing merger of chemical research with other sciences. The knowledge of more and more complex chemical structures has helped chemists make major contributions toward better understanding of the mysterious life processes.

The words are: and, century, changes, composition, ever-increasing, familiar, holds, in, large, life, materials, may, natural, of, recognize, science, sciences, suggests, the, things, understanding, which.

SELF-CHECK

a. Check your answers.
b. Give yourself one point for each correct answer.
c. Your number of points is_____

d. If you earned less than 15 points, reread the directions to be sure you understood them. Then restudy chapters 2, 3 and 5.

In Chapter 4 and Chapter 6 you studied word parts and word relationships. Studying those parts and relationships allowed you to consider many other words that were related to the words you studied. In this section you will test some of your knowledge about word parts and word relationships.

Part I. Marking Words

Write the following words, mark the parts, mark the patterns on the first line across and write the words in pronounceable parts on the second line across.

Example: bitter	VC|CV bit|ter	bit ter
1. decent		
2. program		
3. degrade		
4. pronounce		
5. feather		
6. delta		
7. slaughter		
8. spinster		
9. glaucoma		
10. idiosyncrasy		

SELF-CHECK

a. Check your answers.

b. Give yourself five points for each correct item. You can earn up to 50 points for the 10 items.

c. Your number of correct items is____.

d. Your number of points is____.

e. If you earned 40 points or more, you did well. If you earned less than 40 points, return to Chapter 4 and study the "Dividing Words into Smaller Parts Without the Use of the Dictionary" section. Then, use a newspaper, magazine or textbook to help you to locate two additional words for each pattern missed. Write those words and mark the patterns.

Part II. Word Meanings

A. Match the general meanings with the prefixes by writing the number of the prefix on the line before the general meaning.

Example: 0. ex-	0 out
1. equi-	____bad
2. bio-	____middle
3. mal-	____wrong
4. micro-	____life
5. bi-	____again
6. un-	____equal
7. mis-	____two
8. pre-	____small
9. re-	____not
10. mid-	____before

B. Write words using the prefixes in Section A and write the meanings of those words.

Example: 0. export ____ send out ____

1. _____ _____
2. _____ _____
3. _____ _____
4. _____ _____
5. _____ _____
6. _____ _____
7. _____ _____
8. _____ _____
9. _____ _____
10. _____ _____

SELF-CHECK (A and B)

a. Check your answers.

b. Give yourself two points for each correct item in Section A. You can earn a total of 20 points for the items in Section A. Give yourself five points for each correct item in Section B. You can earn a total of 50 points for the items in Section B.

c. Your number of correct items for Section A is____.

d. Your number of points for Section A is____.

e. Your number of correct items for Section B is____.

f. Your number of points for Section B is____.

g. If you earned more than 14 points for Section A and 35 points for Section B, you did well. If you earned less than 14 points for Section A and 35 points for Section B, return to Chapter 4 and study the *Prefixes* section. Then, use textbooks, magazines or a dictionary to help you to locate and write three words and their meanings for each item missed.

C. Match the general meanings with the roots by writing the number of the root on the line before the meaning.

Example: 0. -audire-	0 hear
1. -phone	_____measure
2. -manu-	_____sound
3. -philo-	_____instrument
4. -scope-	_____hand
5. -meter	_____love of

D. Write words using the roots in Section C and write the meanings of those words.

Example: 0. audience	those who hear
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____

SELF-CHECK (C and D)

a. Check your answers.

b. Give yourself two points for each correct item in Section C. You can earn a total of 10 points in Section C. Give yourself five points for each correct item in Section D. You can earn a total of 25 points in Section D.

c. Your number of correct items for Section C is_____.

d. Your number of points for Section C is_____.

e. Your number of correct items for Section D is_____.

f. Your number of points for Section D is_____.

g. If you earned more than 8 points for Section C and 20 points for Section D, you did well. If you earned less than 8 points for Section C and 20 points for Section D, return to Chapter 4 and study the *Roots* section. Then, use textbooks, magazines or a dictionary to help you to locate and write three words and their meanings for each item missed.

E. Match the general meanings with the suffixes by writing the number of the suffix on the line before the meaning.

Example: 0. -hood	0 condition of being
1. -ness	_____inclined to, worthy of

2. -cide	_____manner or direction of doing
3. -able, -ible	_____an action or product
4. -less	_____being or quality of
5. -fy	_____expression, theory or science of
6. -ly	_____indicates killing of
7. -logy	_____indicates being
8. -bility, -ity	_____science or art of, practices
9. -ment	_____lack of, without
10. -ics	_____to cause, make or feel

F. Write words using the suffixes in Section E and write the meanings of those words.

Example: 0. statehood having the position of a state

1. _____ _____
2. _____ _____
3. _____ _____
4. _____ _____
5. _____ _____
6. _____ _____
7. _____ _____
8. _____ _____
9. _____ _____
10. _____ _____

SELF-CHECK (E and F)

a. Check your answers.

b. Give yourself 3 points for each correct item in Section E. You can earn a total of 30 points in Section E. Give yourself 6 points for each correct item in Section F. You can earn a total of 60 points in Section F.

c. Your number of correct items for Section E is_____.

d. Your number of points for Section E is_____.

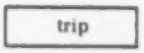
e. Your number of correct items for Section F is_____.

f. Your number of points for Section F is_____.

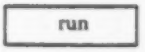
g. If you earned more than 21 points for Section E and 42 points for Section F, you did well. If you earned less than 21 points for Section E and 42 points for Section F, return to Chapter 4 and study the *Suffixes* section. Then, use a textbook, magazine or a dictionary to help you to locate and write three words and their meanings for each item missed.

Part III. Word Similarities and Opposites

A. Develop a word-similar web using the following word.



B. Develop a word-opposite web using the following word.



SELF-CHECK (A and B)

a. Use a dictionary and thesauruses to add to and check your responses to your word-similar and word-opposite webs. You should add seven words to each web.

b. Give yourself two points for each word added to a web. Each web is worth 14 or more points.

c. Your number of words added to Section A is_____.

d. Your number of points for Section A is_____.

e. Your number of words added to Section B is_____.

f. Your number of points for Section B is_____.

g. If you earned less than 10 points for Section A and 10 points for Section B, return to Chapter 6 and study the *Word Similarities* and *Word Opposites* sections. Then, select two words and develop a word-similar web for one word and a word-opposite web for the other word.

Part IV. Study-Reading System

In Chapter 7 you (a) organized your study habits into a study-reading system and (b) studied guidelines for taking tests. Here you will test your use of the study-reading system by analyzing the following article. First, assume that you are going to take a test on the article. Second, study it by writing questions, reading and marking the article and writing answers. Third, rewrite questions, answers and marked information into study notes.

Compare your study notes to our study notes in the answer section of this book. If your study notes included at least 80% of the content of our study notes, you did well. If your study notes are less than 80% of the content of our study notes, restudy Chapter 7. Then, select an article or a textbook chapter and study it using the study-reading system.

Toxic Shock Syndrome and Tampons[2]

Tampons have been associated with toxic shock syndrome (TSS), a newly recognized, though rare, disease that seems to strike mainly women under 30 years of age during their menstrual periods.

Toxic shock syndrome can strike quickly and may be fatal.

Women who use tampons and experience the following flu-like symptoms during their periods should remove the tampon at once and see a doctor immediately:

- A high fever (usually 102° or higher) that comes on suddenly.
- Vomiting or diarrhea.

Within half a day, there may be dizziness or a sudden drop in blood pressure that can lead to shock. Often, patients need to be taken to a hospital to be treated, but, in any case, the disease must be treated very quickly.

There may be other symptoms, such as severe muscle aches, bloodshot eyes, or a sore throat. Also, a sunburn-like rash may appear; in a few days it will start to peel, particularly on the hands and feet.

AVOIDING TSS

Women can almost entirely avoid getting this disease by not using tampons. Or they can reduce their risk by alternating sanitary napkins with tampons within each day of their periods (when removing a tampon, replace it with a sanitary napkin, and vice versa).

CAUSE OF TSS

Toxic shock syndrome is caused by the bacterium *Staphylococcus aureus*. The bacterium produces a toxin, or poison, that is absorbed into the bloodstream and causes the disease.

No one knows exactly why tampons are associated with toxic shock syndrome, although many reasons have been suggested. The Government continues to investigate, as do the manufacturers.

All tampons have been associated with cases of toxic shock syndrome. However, the risk of getting TSS is low. Studies have found it affects between

[2]U.S. Department of Health and Human Services, Food and Drug Administration, *Toxic Shock Syndrome and Tampons*, HHS Publication No. (FDA) 81-4025 (Rockville, MD), 1980.

3 and 15 out of every 100,000 menstruating women per year. At this time, there is no evidence that the disease is contagious.

Toxic shock syndrome recurs in about three out of every ten women. Those who have had the disease should not use tampons until they have checked with their physicians. One thing the doctor can do is to determine whether the bacterial infection is still present.

CURING TTS

Patients suffering from toxic shock syndrome are usually placed in intensive care units, given large amounts of fluids intravenously to combat dehydration, and treated with drugs to help raise their blood pressure.

Antibiotics—drugs usually used against infections caused by bacteria—do not appear to be effective in curing toxic shock syndrome. But antibiotics may be helpful in preventing the disease from occurring again.

Answers

CHAPTER 1

Exercise B

Selection I	Selection II	Selection III
named	most	protected
she	suffering	equally
at	type	also
about	difficulty	invited
saw	lungs	join
drawing	the	a
using	caused	service
injured	small	needed
was	the	him
classmates	air	and
They	During	needed
They	of	to
let	with	the
their	glands	shared
they	mucus	same
to	walls	problems

Selection I	Selection II	Selection III
harmless	causing	from
pleasant	in	employers
poisonous	attack	with
a	becomes	Workers
results	lips	to
have	blue	of
kind	finally	longer
hold	the	the
found	An	own

Exercise C

Answers will vary.

Exercise D

Part I

1. ran out of gas
2. are not usually friendly
3. people of all ages
4. not clear
5. my best friend
6. old bookstore on Market street

Part II

1. my attorney's behavior
2. dedication of the statue to his pet
3. to consolidate their many business ventures
4. Creativity is a human characteristic
5. people from various walks of life
6. an indescribable order

Exercise E

These are suggested answers.

We have provided two answers for each item. Any answer that logically follows is acceptable.

Part I

1. a. When she came into the house she was soaking wet.
   a. She wore wet clothes when she came into the house.
   b. She had fallen in some water.
   b. She had come in from a heavy rain.

2. a. A long pass was thrown by the football player.
   a. The player threw the football a long distance.
   b. The football player's team gained many yards.
   b. A football game is in progress.

3. a. The couple walked out of city hall with a smile.
   a. Two people left city hall with smiles on their faces.
   b. The couple had just married.
   b. The couple had just gotten a marriage license at city hall.

4. a. We played on the beach.
   a. At least one other person and I played on the beach.
   b. We had a good time at the beach.
   b. We had fun on the beach.

5. a. A truck carried bricks from a house by a truck.
   a. A truck was used to take bricks away from the house.
   b. A house was being demolished.
   b. The house was being torn down.

6. a. Two painters went to the church.
   a. Two men, with paint brushes and wearing white overalls went into the church.
   b. They were going to paint the church.
   b. The men are going to paint the church.

Part II

1. a. She smiled as she read the letter.
   a. She had a wide grin on her face as she read the letter.
   b. She was happy about the contents of the letter.
   b. The letter she read made her happy.

2. a. The reporters watched us as we left the courtroom with our sad faces turned away from them.
   a. Leaving the courtroom with sad faces drew the reporters' attention to us.
   b. We had lost our case.
   b. The reporters watched us to get a clue about the outcome of the case.

3. a. A nervous young man leaned toward his friend waiting for an answer.
   a. While drumming his fingers on the table, the young man leaned toward his companion and waited for an answer.
   b. The friend's response was very important to the young man.
   b. He was hoping that the answer would help him solve a problem.

4. a. After taking care of some business, John moved slowly to his car with drooping shoulders and a fading smile.
   a. John concluded his business and walked to his car with drooped shoulders and a fading smile.
   b. John was sad after the business was concluded.
   b. John was tired after an unsuccessful business meeting.
5. a. The lights went out at ten o'clock, just at she reached the shop door.
   a. As she reached the door of the store, the clock struck ten and the lights went out.
   b. The shop closed at ten just as she arrived.
   b. Her work was done and she was closing the shop.
6. a. When she first tasted the new food she had to drink water with it.
   a. The unusual taste of the new food made her run for water.
   b. The unfamiliar food was hot and spicy.
   b. The food had a salty taste.

Exercise F

Part I

1. a. They are places where people can eat.
   b. no, one set went to the ladies' room and one set to the men's room
2. a. being hit by a ball
   b. It held his arm so that it healed in four weeks.
3. 3, 4, 1, 5, 2

Part II

Answers may vary. A suggested answer is:

1. talk to the doctor herself because Karen would probably not tell her the truth about her illness. (Answers will vary).
2. Answers will vary
3. spouse
   polygyny means man with more than one wife
   polyandry means woman with more than one husband

Exercise H

Part I

A. Answers will vary, but all should follow logically from the sentence content. Suggested answers are: (1) sound, ring, (2) political, ruling, (3) failure, a poorly attended affair, (4) street, road, (5) mailbox, slot, (6) wall, door.

B. 1. a good place to work and keep books; a room or rooms where business is conducted
   2. swimming at an easy pace; at ease or moving smoothly

3. hung around the store; no hanging around
4. made me ill; sickening
5. walk angrily; stomped out
6. central or national government; people who work for the central government

Part II

A. Answers will vary, but all should follow logically from the sentence content. Suggested answers are: (1) umbrella, rain hat, (2) cold, allergy, (3) softly, far away, (4) sale, (5) lessen, decrease, (6) prisoner, man.

B. 1. sociable; likes people and social activities

2. huffed and puffed; out of breath

3. did not have much to say; calm or quiet or composed

4. being wealthy with being happy; the same as

5. walked silently behind; careful or cautious

6. handle their money in high inflation; carefully or wisely

Exercise I

1. ex top ness
2. shu ple
3. mitch er
4. ver ing
5. phut er
6. car long
7. pri wle
8. sar ing
9. poy er
10. friend plug
11. mis thon ment
12. whur ing
13. start chair
14. hoox er
15. cluv ing
16. di pond tion
17. scream sky
18. luq kle
19. con ject ish
20. clog tle
21. non fic hood
22. gen ver
23. brief pool
24. dralp ing
25. chu sle

Exercise J

1. de-; reversal or undoing
2. dis-; lack of
3. ex-; out of or from
4. in-; not, without
5. inter-; between or among
6. mis-; wrong or error
7. non-; not
8. pre-; before
9. re-; do again
10. trans-; from one place to another

Exercise K

1. -loc-; place
2. -spect-; see
3. -graph-; write
4. -bene-; good
5. -bio-; life
6. -cred-; belief
7. -voc-; call
8. -micro-; small
9. -edu-; lead out, bring up
10. -mater-; mother

Exercise L

1. -tion; result
2. -ly; a manner of
3. -hood; condition of being
4. -logy; expression
5. -less; without or lack of
6. -er; one who
7. -ist; one who does
8. -ness; being or quality of
9. -ous; full of
10. -able; capable of being

Exercise M

Answers will vary.

Exercise N

Part I

1. a. order
   b. order
   c. order
2. a. government
   b. government
   c. other

3. a. present
   b. present
   c. present

4. a. service
   b. service
   c. against or behind
   d. behind

5. a. left
   b. left
   c. left

6. a. face
   b. face
   c. last
   d. face

Part II

1. a. run
   b. run or arrange
   c. run or arrange

2. a. wind
   b. blemish
   c. blemish

3. a. top
   b. top
   c. bind

4. a. record
   b. record
   c. sound

5. a. shift
   b. rate
   c. shift

6. a. back
   b. free
   c. free

CHAPTER 2

Answers will vary. The number of questions asked and answered will vary from reader to reader. The idea is to ask as many questions as it takes to completely understand the information in the passage.

Selection I	Selection II	Selection III
nearest	States	define
money	freedom	we
a	was	a
dream	from	we
the	States	Even
could	gift	resolved
five	friendship	of
would	and	if
down	Liberty	aspects
years	it	you
easily	The	understanding
could	United	are
money	tall	interact
cost	pedestal	been
timetable	Miss	with
was	is	comprehend
That	figure	written
because	a	understand
I	She	writer's
At	one	Most

Selection I	Selection II	Selection III
fourth	in	much
less	wears	do
I	face	is
I	to	of
house	She	you

CHAPTER 3

Meaning: Beginning Practice

Thinking Strategies Part I

These are suggested answers.

1.

Questions . . .	Answers
What did Mike receive?	a telephone call
Who called?	the store manager
What did the store manager tell Mike?	that he had won $100.

Organize to remember	What sentence might . . .
Mike received call from store manager won $100	Mike was eager to win. Mike was curious about the contest.

2.

Questions . . .	Answers
Who is this about?	Beth
What did Beth have in her hand?	her first paycheck
How was Beth walking?	slowly
Where was Beth going?	toward the waiting car

Organize to remember	What sentence might . . .
Beth had first paycheck as she walked slowly toward the car	Beth may not be happy. Beth was too tired to walk fast. There was someone in the car who might want to take her paycheck.

3.

Questions . . .	Answers
What did the teacher write?	note
Who read the note?	she
What did she do after reading the note?	left the classroom
How did she leave the classroom?	quickly

Organize to remember	What sentence might . . .
she read	There was an emergency.
note	Someone was in trouble.
left the classroom quickly	She went to get help.

Meaning: Advanced Practice

These are suggested answers.

1.

Questions . . .	Answers
What are their groups?	mutual aid societies
What are the groups' concerns?	common problems and common interests
What are mutual aid societies?	groups
What do the groups do?	work on problems, promote interest

Organize to remember	What sentence might . . .
groups are mutual aid societies	The groups help themselves and others.
work and promote common problems and interests	The groups have interests in common with others.

2.

Questions . . .	Answers
Who had authority over their children?	Parents
What did the parents have over their children?	authority regarding education
How were parents seen by the community?	as intelligent adults
Who saw parents as intelligent?	the community
Who did parents have authority over?	their children

Organize to remember	What sentence might . . .
Parents	Parents controlled their children's education in the community.
intelligent adults	Parents are wise enough to control their children's education.
in the community	Intelligent parents show concern for their children's education.
authority regarding education of their children	

3.

Questions . . .	Answers
What should parents do?	read to children
Who should read to children?	parents
What should parents read to children?	books of interest which are too difficult

Organize to remember	What sentence might
Parents	
read to children	Children who are read to are better readers. Parents should ask their children what kinds of books interest them. Parents can read more difficult books than children can.
books of interest which are too difficult	Children like to have their parents read to them.

Meaning: Challenging Practice

Answers will vary as they did for the Meaning: Beginning Practice and the Meaning: Advanced Practice section.

Thinking Strategies Part II

Answers may vary.

1. a. both full of charm
   b. both had lots of friends
   a. one person was out ranked because of clothes worn to class on the first day
2. a. reading and visiting friends can be fun
   b. reading and visiting friends can help solve problems
   a. reading can be done when you are alone
   b. things that you can do while reading—taking a trip.
3. a. The father and mother seemed pleased about the outcome of the case.
   b. The ex-wife and the girlfriend seemed displeased with the outcome of the case.
   a. The father and his mother seemed to be pleased while the ex-wife and the girlfriend were not.
   b. The father views children as wonderful while girlfriend sees them as undisciplined.
   a. descriptive words that are used
   b. emotional involvement of the speaker

Answers may vary.

Passage I	Passage II
1. It is about my mother and me.	1. It is about the talk show host.
2. My mother always said something.	2. He would tell a joke.
3. —	3. —
4. no	4. no
5. no	5. no
6. Yes, my mother said something and I would listen.	6. Yes, his joke was repeated throughout the show and everyone followed it.

Passage I	Passage II
7. no	7. no
8. inform me	8. entertain me
9. Yes, I can remember to think before I speak.	9. no

Passage III	Passage IV
1. A young girl who lived in two cities.	1. A person who purchased a snow blower.
2. She loved both cities.	2. The person bought the snowblower as a result of watching TV commercials.
3. —	3. The person believed the claims made in the commercial.
4. Yes, the seasons.	4. no
5. No	5. no
6. Yes, the change in seasons caused her to wear different clothing with each change.	6. yes, watching commercials caused the person to buy a snowblower.
7. no	7. no
8. entertain	8. entertain
9. no	9. Yes; We can become aware of the power of TV commercials to convince people to buy

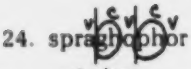
Selection I	Selection II	Selection III
person	heart	it
find	be	experience
to	and	is
belt	controlled	the
oar	some	the
be	has	by
firmly	as	the
pull	historically	is
the	for	touching
out	whole	itself
anything	now	the
to	fostering	has
anything	practice	light
a	yourself	blue
an	be	the
or	how	through
you	both	red
falls	at	and
life	what	the
not	important	is
are	eat	it
him	general	and
him	diet	rim
the	moderate	normal
into	in	is

Chapter 4

Dividing Words

1.	abstract	ab stract
2.	enbrag	er brag
3.	English	En glish
4.	techill	te chill
5.	pleasant	plea sant
6.	vermain	ver main
7.	verbal	ver bal
8.	dofleme	do fleme
9.	research	re search
10.	vesplish	ve splish
11.	weather	wea ther
12.	premophob	pre mo phob
13.	combination	com bi na tion
14.	cloadipher	cloa di pher
15.	monumental	mon u men tal
16.	dainopap	dai no pap
17.	comprehensive	com pre hen sive
18.	bargoreid	bar go reid
19.	melancholy	mel an chol y
20.	chubblemont	chub ble mont
21.	examine	ex am ine
22.	semphremy	sem phre my
23.	euphemistic	eu phe mis tic

24. spraghophor — spra gho phor



25. tyranny — tyr an ny

Prefixes

1. not taxable
2. no union
3. does not skid
4. does not think
5. not toxic

Prefixes—One Meaning

Answers will vary. We have listed some additional example words.

1. bioscopy—examination to determine life
2. equilibrium—equal balance between forces
3. intercept—taking from between others
4. malpractice—bad practice
5. microfilm—record of a large amount of information on a small piece of film
6. midlife—middle of life
7. misrepresent—wrongly represented or portrayed
8. polygraph—instrument that records many changes
9. precaution—a careful action taken beforehand
10. unit—one whole

Prefixes—Two Meanings

1. biennial—once in two years; biannual—twice in one year
2. foretell—to tell before it happens; foreground—the part of a picture that is in front or nearest the viewer
3. semiyearly—once every half year; semiskilled—partly skilled
4. reassure—assure or restore confidence; rebound—bounce back
5. unconcerned—someone not concerned, caring; uncap—removal of a cap

Roots

1. to look beneath or mistrust
2. something to see with or through

3. something to look at
4. one who looks into matters

Answers will vary. We have listed some additional example words.

1. auditorium—place where one hears
2. phonograph—machine that transmits sounds
3. mobil—able to be moved
4. chronicle—a record of events arranged in order of the times they happened
5. manipulate—work or handle with hands
6. philanderer—one who moves from one love affair to another
7. speedometer—device that measures speed
8. telescope—device used to see objects at great distance
9. tenant—one who holds or owns land
10. astronaut—one who travels in rocket ships

Suffixes

1. one who sails on a ship
2. one who grants or gives favors
3. one who oppresses others
4. one who sells real estate
5. one who invents

Answers will vary. We have listed some additional example words.

Suffixes that identify

1. accessability—be accessible or approachable
2. migration—act of moving, migrating
3. profiteer—one who works at making excessive profit
4. machinist—one who makes or repairs machines
5. foolishness—being unwise, using poor judgment
6. ornament—product used to beautify
7. zoology—science or study of animal life
8. monarchy—government where one person rules
9. hysterics—practice of behaving in an uncontrolled way
10. pesticide—killer of insects

Suffixes that describe

1. debatable—worthy or inclined to be questioned, debated.
2. restless—without rest
3. masterful—can be like a master, domineering, expert
4. latest—after the expected time

Suffixes that show action

1. liquefy—to make liquid or fluid
2. initiate—to cause to begin

Suffixes that focus on how? where?

1. perfectly—in a complete or flawless manner
2. skyward—moving toward the sky

Selection I	Selection II	Selection III
pennies	important	somewhere
In	he	of
all	of	zapped
are	audience	that
percent	may	alter
are	forgot	they
They	introducing	cannot
and	who	products
are	famous	do
metals	a	don't
but	at	haven't
This	was	Few
other	time	seems
coins	the	careful
in	first	the
are	the	beginning
layer	Then	makers
all	that	the
does	address	sterilize
first	At	world
of	said	more
be	just	and
called	sat	government
provided	laughter	selling
and	the	with

CHAPTER 5

Matching Language Styles

Answers will vary.

Hi. I have good news to share with you. Incompatability has been demonstrated by them. His stomach hurts. He had a stomach ache. The census tells where people live. Census information indicates where people live in this country. ruling people.

Your Language Style

stories, you, written, you, thought, my, I, cannot, experiences

Least Formal and Most Formal Language

1. It's broken. It does not work well. It is malfunctioning.
2. You got the time? What time is it? Can you tell me the correct time?
3. That's enough. That is sufficient. That is a sufficient amount.
4. We stick together. We are a tightly knit group. We form a cohesive group.
5. Sit down. Won't you have a seat? Please be seated.
6. Crooked teeth; badly formed teeth; maloccluded dental structures
7. looks for work; seeks a job; pursues employment
8. a smart shopper; a shrewd customer; a wise consumer
9. keep quiet; in secret; in strict confidence
10. important; a pressing matter; of major concern

Selection I	Selection II	Selection III
percent	semantics	material
this	In	implications
rare	constantly	for
sterility	meanings	concern
for	the	of
age	work	already
given	strike	computerize
have	a	coping
adults	people	the
Mumps	decision	is
vaccine	no	an
percent	word	growth
provides	likely	through
lifetime	In	first

Selection I	Selection II	Selection III
other	as	skills
rash	remember	development
following	and	role
rare	meanings	of
number	only	revolution
occurred	different	of
days	kind	years
have	and	became
there	meaning	third
linking	meaning	presumably
Mumps	or	use

CHAPTER 6

Foreign Phrases

1. accomplished fact
2. by the head
3. poise
4. does not follow or make sense
5. in place of parents
6. calmness
7. unacceptable person
8. error
9. all together
10. on the contrary
11. allowed workers to do as they pleased
12. by the day
13. actual
14. undressed
15. in full

Word Similarities

Part I

1. clever
2. detested
3. induced
4. anger
5. training
6. piercing
7. loved
8. believable
9. new
10. started

Part II (suggested answers)

1. join
2. shy
3. first
4. happily
5. losses
6. old
7. inviting
8. revealed
9. control
10. appear

Word Opposites

Part I

1. mobilize
2. respectful
3. vacant
4. confusion
5. amateur
6. demolition
7. safe
8. dispensable
9. manufactured
10. curved

Part II (suggested answers)

1. separated
2. employer
3. public
4. restrained
5. exit
6. dead
7. allowed
8. chaotic
9. clever
10. accepted

Selection I	Selection II	Selection III
side	of	as
them	chance	can
mouth	ideas	study
fresh	is	of
eaters	emerge	people
snails	areas	the
They	weaknesses	geographer
snakes	are	patterns
buds	conflict	objects
at	is	lines
who	of	an
push	error	and
water	department	of
Alligators	in	attribute
alligator's	over	and
red	search	part
hits	option	those
the	Unfortunately	object
or	fallout	that
head	ill	tiger
are	feelings	range
hunting	that	of
because	of	map
valuable	the	zoologist
live	conflict	comes

CHAPTER 7

Selection I	Selection II	Selection III
food	gets	the
packaged	sunlight	answers
old	how	general
but	into	use
this	ground	lead
how	heat	inquiry
canned	be	answered
a	a	people
stored	because	world
this	the	the
that	poor	and
sold	we	answers
stored	an	made
correct	keep	accuracy
allows	the	of
in	air	science
cuts	ground	alone
refrigerated	conduction	questions
examples	such	more
dates	would	found
food	time	The
used	a	a
are	ground	questions
may	only	is
is	the	element

CHAPTER 8

Chemistry: A Physical Science

sciences	things	science
familiar	and	composition
suggests	science	changes
the	natural	materials
of	understanding	century
ever-increasing	the	and
may	recognize	hold
large	in	life
which		

Part I—Marking Words

1. decent	de cent
2. program	pro gram
3. degrade	de grade
4. pronounce	pro nounce
5. feather	feath er
6. delta	del ta
7. slaughter	slaugh ter
8. spinster	spin ster
9. glaucoma	glau co ma
10. idiosyncrasy	id i o syn cra sy

Part II—Word Meanings

A.
1. equal
2. life
3. bad
4. small
5. two
6. not
7. wrong
8. before
9. again
10. middle

B. (Return to Chapter 4 to check your answers.)

C.
1. sound
2. hand
3. love of
4. instrument
5. measure

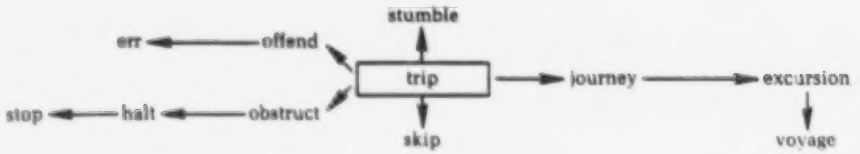
D. (Return to Chapter 4 to check your answers.)

E.
1. being of quality of
2. indicates killer of
3. inclined to, or worthy
4. lack of, without
5. to cause, make or feel
6. manner or direction of doing
7. expression, theory of science of
8. indicates being
9. an action or product
10. science or art of, practices

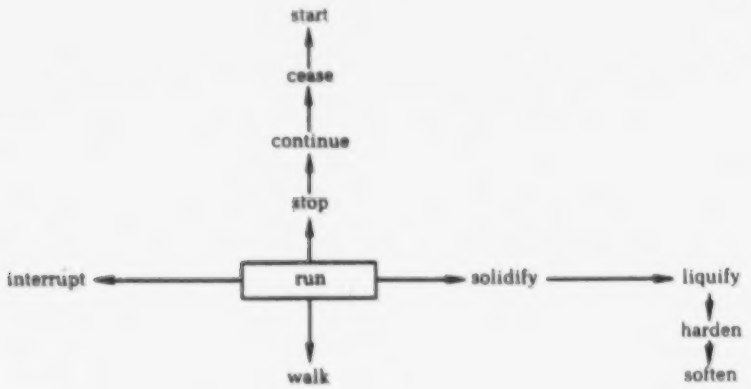
F. (Return to Chapter 4 to check your answers.)

Part III—Word Similarities and Opposites

A. Web. (Answers may vary.)



B. Web. (Answers may vary.)



Part IV—Study Read System

Toxic Shock Syndrome and Tampons

TSS is a rare disease
mainly strikes women under 30
can be fatal
Symptoms
—flu-like
—sudden high fever
—vomiting or diarrhea
—drop in blood pressure
during period remove tampon
must treat disease quickly

Other Symptoms
—muscle aches
—bloodshot eyes
—sore throat
—sunburn-like rash

Avoiding TSS
Do not use tampons
Alternate tampons and napkins

Cause of TSS
Caused by Staphlococcus aureus (a bacterium)
Staph produces a toxin
toxin gets into bloodstream & causes disease
No one knows why tampons cause TSS.
few women are affected
no evidence of it being contagious
Women who have had it should not use tampons.

Curing TSS
patients are placed in intensive care
they get large amounts of fluids
they are treated with drugs
antibiotics do not help
antibiotics may prevent future occurrences

Rewritten Study Notes

TSS is a disease that mainly strikes women. It must be treated quickly. It can be fatal. Some flu-like symptoms of the disease are: (1) sudden high fever, (2) vomiting or diarrhea and (3) drop in blood pressure. Other symptoms are: (1) muscle aches, (2) bloodshot eyes, (3) sore throat and (4) sunburn-like rash. If women experience the symptoms during periods they should remove tampon.

Women can avoid TSS by not using tampons and alternating tampon use with napkin use.

TSS is caused by Staphylococcus aureus (a bacterium). It produces a toxin that gets into the bloodstream and carries the disease. No one knows why tampons cause TSS. Few women get it.